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ABSTRACT

Presentations at this conference focused on the following topics: (1) the recruitment and retention of minorities in teacher education; (2) history and social psychology of the issue; (3) futuristic views and minority participation in the 1990s; (4) comparison of teacher education programs in traditionally black and white institutions; (5) profiles of existing programs; (6) recruitment/marketing strategies for minorities in teacher education; (7) group problem solving and the task before us; (8) a model for recruitment and retention of minority students in teacher education; and (9) planning for the future: a national perspective. A list of participants is included as well as summaries of work group discussions. (JD)

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RECRUITMENT AND RETENTION OF MINORITY STUDENTS IN TEACHER EDUCATION

Proceedings of the 1987 National Invitational Conference

Edited by

Ernest J. Middleton Emanual J. Mason

SP030598

CLEARINGHOUSE ON TEACHER EDUCATION

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Recruitment and Retention of Minority Students in Teacher Education

Proceedings of the National Invitational Conference
March 29 - April 1, 1987
Lexington, Kentucky

Edited by
Ernest J. Middleton Emanuel J. Mason
University of Kentucky

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Office of the Vice-Chancellor of Minority Affairs, University of Kentucky
Kentucky Department of Education
Delta Sigma Theta Sorority —Lexington, KY

The conference organizers address particular appreciation to the staff of the American Association for Colleges of Teacher Education who were helpful in identifying and locating individuals and organizations for participation in the conference. Additional appreciation is expressed to Barbara Holmes, David Imig, Roderick Paige, Reginald Wilson, and Elaine Witty who contributed to the conference in numerous important ways.

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Finally we thank our wives and family for their love, understanding, patience, and sacrifice while we pursued this task.

E. J. M.
E. J. M.

Foreword

Donald E. Sands
Vice Chancellor for Academic Affairs
University of Kentucky

As Americans, we live in a heterogeneous society. That, I think, is the special strength of our country. This nation cannot prosper and may not survive, however, unless all groups, races, and cultures participate in its most important work - the education of its youth. Black children need black teachers and they need white teachers. And so do white children. Teachers are the role models, the patterns of success, the images of respect. They are also the bridge to cultural understanding, which is so vital to whether or not such a diverse society as ours can endure.

We are not doing well at the college level in recruiting and retaining minority students. We are also falling further behind in recruiting and retaining minority faculty. Higher education cannot prepare the faculty for the next generation if we do not get the students now, and we cannot get the students into college if they are dropping out of high school.

This conference was organized as a step toward addressing these complex issues. The meeting focused on the recruitment and retention of minorities in teacher education, but the knowledge and understanding gained in these discussions is relevant to all facets of education, and indeed to all of society.

David Allen
President of the Kentucky Education Association

The issue of minority recruitment is of crucial importance to us as today's educators. The Kentucky Education Association is proud to participate and to co-sponsor this conference.

The members of the teaching profession firmly believe that the forecasts for minority shortages in teaching must not be allowed to occur. For indeed, should such a shortage occur, the impact will be greatest on the minority child.

We believe that shortages in the profession can best be averted by granting classroom teachers the autonomy they deserve and by setting salaries commensurate with their training and competitive with comparable careers.

KEA acts to recruit teachers when we commit to kids. We recruit teachers when we address the needs of minority children. And despite our

critics' accusations, KEA has long committed our membership and our programs to ending child abuse.

We have supported NEA's Operation Rescue, a $1.8 million project to eliminate the drop-out problem; one of the ten grants awarded nationwide has been to the members of the Bardstown Education Association.

We have committed to the support of gifted education. We also support smaller class sizes - known to enhance the learning of minority and lower ability students. We seek the proper and positive use of test scores in student evaluation and seek only fully and appropriately certified teachers in all classrooms.

Today, KEA pledges an increased commitment to minority recruitment, continued education of our members about civil rights and wider distribution of information regarding affirmative action hiring programs.

We applaud the recommendations of the Carnegie Forum on Education and the Economy that address minority recruitment and stand ready to assume a major role in this goal. To the participants in this conference, I offer KEA's best wishes for success.

Ronald Walton
Superintendent of
Fayette County
Public Schools
Lexington, KY

I appreciate very much being accorded an opportunity to greet those of you who are attending this important conference on the recruitment and retention of minority students in the teacher education program. It is a pleasure to extend these greetings on behalf of the professional staff and the Board of Education of the Fayette County public schools - for I know that I can speak for our staff and our board in saying that you are addressing a topic of considerable interest to our school district.

Although we are only indirectly involved in the teacher preparation programs of the University of Kentucky and other surrounding teacher training institutions, we obviously have very high stakes in what these institutions produce in the way of graduates. The statistics pertaining to the availability of minority candidates for teaching positions are well known to all of us. Putting it very simply - the supply of these candidates diminishes with the passing of each year.

This produces a "catch 22" situation for those of us charged with admini-

steering affirmative action programs in a public school setting. While we have made a strong commitment to employing minorities for our teaching force and our administrative staff, we struggle just to keep those minorities that we already have in our employment. The competition for these individuals is fierce, both from the private sector and from other public institutions.

If we, collectively, do not address the problem of attracting and retaining minority students in teacher education programs, then it follows, of course, that the ranks of minorities in teaching and administrative positions will grow thinner and thinner.

In view of the demographics of the future - i.e. the fact that many urban school systems are on the threshold of having the minority become the majority population among students as well as the general population - this is a situation we cannot tolerate. It may be that the public schools of this country can play a larger role in resolving this dilemma than one might initially think. Perhaps it is time for colleges and universities to collaborate with school districts in an effort to reach minority students before they graduate from high school to attempt to attract them to careers in the teaching profession. Maybe it is time for us to revisit the concept of the FTA (Future Teachers of America) program of the past which included cadet teaching and other experiences that brought students directly into contact with younger children in our schools.

Whatever the answer, it is apparent that conferences such as this one need to be held to begin to identify solutions to this very complex problem. I am pleased that so many of you have taken time from your busy schedules to initiate that process.

Finally, let me commend the University of Kentucky for its sponsorship of the conference. It is gratifying to know that the University is exercising leadership in this very critical area. Our sincere thanks to Dean Sagan and his staff for including our representatives in those participating in the program.

I hope that each person here finds the conference program to be stimulating and also discovers ways that the entire teaching profession, at all levels, might begin addressing this important issue.

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Ed Sagan
Dean of College of Education
University of Kentucky

Welcome to Lexington - on behalf of our faculty, I bring you greetings from the University of Kentucky College of Education. We sincerely hope that your stay here will be fruitful and enjoyable.

Our purpose for the next few days is to examine the problem of decreasing enrollments in our teacher education programs and to develop some strategies that will guide individual institutions as they address this issue. We hope each of you will go back to your campuses better informed and armed with ideas for implementing recruitment and retention programs. Substantial increases in the enrollment of minorities in pre-service teacher education programs obviously is essential if we are to maintain and improve minority representation in the nation's teaching force.

The statistical projections are all too familiar to us:

- A 40% minority school population by the year 2000.
- The proportion of the minority teachers dropping to 4% by that time.
- A declining percentage of minorities electing to go on to college.
- The best black students selecting primarily four career areas: engineering, health/medicine, computer science, and social sciences and only 1% selecting careers in education.

Obstacles to the improvement of minority recruitment and retention efforts are two-fold: (1) the pool of minority college bound youth is shrinking, so the opportunity to attract students to teaching careers is diminishing; and (2) a smaller percentage of college-bound minority students is selecting teaching as a career, which is the major contributor to this crisis. Therefore, solutions must be multifaceted and generic across all areas of career interest.

Some of the strategies you will be discussing are:

- Improving financial aid opportunities.
- Improving the ability of schools to be more effective with "at risk" pupils.
- Improving the professional aspects of teaching to make it more attractive, i.e. salary, participation in school governance, professional development opportunities, etc.
- Developing systems for early contacts and motivation among pupils, colleges and community groups.

This planning task will be the most important undertaking by the education

community for the next several years. The demographic outlook for our nation and world does not permit us to abandon our valuing of a pluralistic teaching force for our public schools.

William C. Parker
Vice Chancellor of
Minority Affairs
University of
Kentucky

There is an insidious crisis in American education that is rarely included when delineating those issues that have the most adverse impact on our educational system. G. Pritchey Smith, Chairman of the Division of Curriculum and Instruction at the University of North Florida, however, is one of those rare educators who is extremely aware of the crisis and its potential impact on our youth, particularly on black youth. Dr. Smith has stated that black teachers are an endangered species due to the combination of normal attrition via retirement, teacher burn out and the black failure rate on the National Teacher's Examination. He has predicted that this combination of factors will result in a national teaching force that will consist of only a five percent black representation by the early 1990's. This represents a very serious crisis for all our youth as both Black and White students need to see black role models functioning in a viable manner as professional educators. Ironically, as the supply of black teachers diminishes, black student enrollment is increasing. Blacks now constitute sixteen percent of enrolled elementary and secondary students nationally; but by 1990, black enrollment is projected to increase to 20-21 percent. This projected increase in enrollments notwithstanding, minorities today already constitute the majority of school enrollments in 23 of the nation's 25 largest cities. Considering the fact that the total percentage of black teachers in the United States today is only 8.6 percent, it is obvious that before the year 2000, this inverse phenomenon will find 95 percent of the black youth in classroom situations totally devoid of black role models.

Clearly, we face a tremendous challenge in that it is imperative that efforts be made to encourage black youth to pursue teaching careers in elementary and secondary education. It was with this task before us that this conference was envisioned, designed and implemented.

I. Introduction

Welcome to the Conference

Ernest J. 'Pete' Middleton
University of Kentucky
Conference Director

Good evening, and welcome to the first of what we hope will be a series of conferences on the recruitment and retention of minority students in teacher education programs. As I understand my role in tonight's program, I am to provide you with a program overview and an introduction of sponsors. However, before I fulfill this obligation, let me make a few comments about the situation in which we in teacher education find ourselves.

Serious trends in this country are threatening to reduce the number of new black classroom teachers. These trends have greatly impacted the teacher education programs in historically black institutions as well as major white institutions. In its report, "A Nation Prepared: Teachers for the 21st Century" the Carnegie Forum expressed concern about a teaching force that is "broadly representative of the whole population." In teacher education, in particular, we are confronted with projections that indicate the following:

- Minority children - indeed all children - need the very best teachers, representing all races and ethnic backgrounds in America.

- Higher standards are most important to ensure that those children from poor families are given every chance to break out of the cycle of poverty. But to ensure their motivation and self confidence, these children must encounter teachers from their own background from time to time.

- So many minority students are lost from leaks in the educational pipeline, that the pool of minority college graduates is too small to provide teachers in numbers anywhere near approaching the mix of the students.

- Partnerships of community-based organizations, businesses, higher education institutions and schools funded from state and federal sources will have to address the education of disadvantaged students starting at precollege levels, in order to

produce more minority teachers.

- Schools are not adequately and effectively producing minority students for current and future work roles in teaching. Less than one third of the black students are enrolled in the college preparatory track (compared with 39% whites and 52% Asian Americans).

Views similar to those delineated in the Carnegie Forum have been expressed by a diversity of groups (e.g. education, professional organizations and community leaders). These groups have attempted to address the issue by moral persuasion and suggested structural changes in teacher education programs.

A major role of institutions of higher education is to help resolve critical societal and educational issues and/or problems, especially in times of social change. Although much has been done, there currently exists no comprehensive approach to increasing the availability of minority teachers (at a time when black elementary and secondary public school enrollments are on the rise). Just as surely as no one group, such as teachers, business persons, pupils, parents, or legislators is responsible for allowing the number of minority teachers to dwindle, no specific group can be expected to single-handedly correct this trend.

Attracting academically talented black students into teacher education therefore must be considered a multi-faceted undertaking. It will require co-operation among all segments of society. It is incumbent upon educators to bring all elements of the community together to work toward the resolution of interrelated educational and societal problems. The primary concern of this conference is to bring educators, business and industrial personnel, policy makers, parent and community individuals together in a partnership working toward realization of the social and educational benefits of increased minority participation in the teaching profession.

The major objectives of this conference are:

1. To provide colleges of education with a forum to increase their effectiveness in promoting the recruitment, retention and certification of minorities in teacher education programs at the local, state, and national levels.

2. To facilitate the further development of relationships among educators, business persons, parents and other groups to assist in the improvement of recruitment and retention of black educators.

3. To develop models and materials to assist in local recruitment and retention of black teachers.

We hope to accomplish these objective through presentations by experts, group discussions, and work sessions.

There will be three plenary sessions on Monday to deal with the presentations of information by individuals with a great deal of experience in these various areas. On Tuesday, we will convene concurrent discussion groups to address strategies that will enhance recruitment and retention, and also to begin the development of a model.

Wednesday morning we will make an effort to integrate the discussions of the previous day into a systems approach and also gain some information about planning for the future with a national perspective. We realize that the conference is tightly structured, but we sincerely hope that you will provide us with your best efforts. We may be able to provide the nation with a valuable resource as a result of your efforts this week. I should mention some of the people and organizations who are represented here who helped to make this conference possible. They are:

Margaret McClain, Kentucky Department of Education
David Allen, President, Kentucky Education Association
David Imig, Executive Director, American Association of Colleges for Teacher Education
William Parker, Office of Minority Affairs, University of Kentucky
Donald Sands, Chancellor's Office, University of Kentucky
Delta Sigma Theta Sorority
P. G. Peeples, Lexington Fayette Urban League

Now, let's have a good and successful conference!

Is There Really A Problem?

What do the Deans Say?

Editors' Note — *As a way of further introducing the topic, we thought it would be interesting to present an interview with a panel of deans of schools and colleges of education who are known to be concerned about the issue of minority representation in teacher education programs. Unfortunately, we did not have the opportunity to interview such a panel because of constraints due to time, calendar, resources, etc. So we did the next best thing — we held the panel discussion by mail. That is, we requested five deans who have been involved in dealing with this issue to respond to four questions. Our panelists were:*

Robert L. Saunders, Dean, College of Education
Memphis State University
Eugene E. Eubanks, Dean, School of Education
University of Missouri at Kansas City
Dean C. Corrigan, Dean, College of Education
Texas A & M University
Diane Reinhard, Dean, College of Education
West Virginia University
Edgar Sagan, Dean, College of Education
University of Kentucky

We edited their responses to our questions into a panel format. We hope it reflects the conversation the deans would have had, were we able to assemble the group. We thank our panelists for their time and support.

Eds. - I would like to begin our discussion with the question, "Why is it important to have minority students enrolled in teacher education programs?"

Saunders: Several reasons. One is because of the role schools are expected to play in our democratic society. Our way of life and our value structure require a genuine multiculturalism - and a genuine good-faith effort to protect the rights of minorities. We cannot have genuine multiculturalism without minority teachers. The number of minority students in public schools is increasing while the number of minority teachers is decreasing. If allowed to run full course, these trendlines could produce an educational apartheid by early in the 21st century. A horrible thought, but a possibility.

Reinhard: That's right. The statistics show that in the near future, approxi-

mately 40% of the school-aged population will be from minority backgrounds. Right now, only about 4% of the teachers are minorities, and there is every reason to believe that the percentage of minority teachers will continue to drop.

Sagan: Yes. Also, recent studies have shown that as a broader range of career opportunities have opened up for minorities, they are typically selecting more glamorous careers, usually with higher salaries than teaching.

Reinhard: So who will be the role models for the vast numbers of minority students? We know that one of the first and strongest images is that of the teacher, and if minority students do not see someone with whom they can identify succeeding in the teaching profession, that is an early and powerful loss.

Also, a great many white students are already going through their entire education without ever having a minority teacher. Certainly students know that the world outside school is multicultural, but why aren't there minority teachers to bring that world into the classroom? What unfounded inferences are they drawing from this bizarre situation?

Corrigan: Another reason we need minorities in Teacher Education Programs is that we are producing large numbers of non-minority teachers who will teach minority children. These teachers must be understanding and supportive of the needs of their minority students. Such understanding and support is enhanced if these non-minority future teachers have the opportunity to interact with minority peers in their teacher education programs.

Eubanks: We have an overwhelming need at present to provide schooling that is multi-cultural for today's children, not only because we live in a multi-cultural nation, but we also live in a multi-cultural world, and leadership in this and future worlds depends upon norms and values that view cultural diversity as enriching to a culture. Minority teachers are an important part of any clear demonstration that we value and are committed to multi-culturalism.

As a nation we can no longer afford to not use the richness, intelligence and ability of our minority citizens as teachers. It is too expensive culturally, financially, historically, and socially. The world we live in is too competitive for such nonsense, and it is simply wrong to do so.

Sagan: Increasing the number of minorities in teacher preparation programs is going to require family and community dedication. This can become a public demonstration of a committment from the minority communities to show that they value the education of their children.

Eds: O.K. The next question deals with what is currently being done to increase minority enrollment in Teacher Education. Can you tell us of any programs that have been effective?

Reinhard: There are 41 states that have some kind of program to help attract minority members into higher education and/or Teacher Education. There's no doubt that even though there are some programs, we have a big problem, because less than 5% of our college graduates now are minorities. What Michigan is doing, trying to create an Office of Minority Equity, may help to bring more minorities into higher education and, therefore, they may get some more in teacher education. Other institutions have initiated remedial programs and cultural centers designed to provide more academic and social assistance for minority students.

A few exemplary efforts and programs are: the South Carolina Center for Teacher Recruitment with its multi-faceted approach in a Teacher Cadet Program and the Teacher Forum, the Minority Teacher Recruitment Project of the University of Louisville and the Jefferson County Schools, and the State of Florida's forgiven loans for Teacher Education students, scholarships for college students, and Teacher Education Institute. Virginia Commonwealth University is recruiting in community colleges and establishing university mentors and advisors for minority students. San Diego's "Campaign Future Teachers" is another energetic and aggressive approach, with a cadre of teachers visiting high schools, communities, and even colleges to recruit minorities into teaching.

Eubanks: The Exxon Corporation Foundation is funding several grants to institutions of higher education which might develop models and programs that address this issue. These should be forthcoming in the near future and may provide some assistance in reversing the trend. There is also a beginning, in many urban communities, of a program to make use of minority leaders, athletes and educators to begin to promote the importance of a college education among the young, and establish a mentor support system for these children.

Saunders: I think that there has been more effort than success in this area. Factors, such as the comparative disadvantage of teaching as a profession (salaries, work conditions,etc.), the accessibility of minorities to other more attractive professions, and the increasing use of standardized tests (in admission and graduation) which often discriminate against minorities, are working against the success of efforts to increase minority enrollment in Teacher Education Programs. Future Teacher Clubs in high schools with special attention focused on minorities, bringing minorities to campuses for "special programs" while still enrolled in high school, accelerated and intensified recruiting programs utilizing minority college students to help attract and recruit other minorities, and creating special scholarships and attractive forgiveness loans for minorities are all conceptually sound approaches, but so far the success rate of these ideas has been limited.

Sagan: I think our greatest failure so far - and the toughest job facing us - is reaching Black and Hispanic families and generating an intense value for and involvement in their children's education. As a higher percentage of minority children aspire to college degrees, the opportunity becomes greater for teacher preparation programs to attract some of these students. Early contacts with students in the middle grades is proving to be successful for encouraging academic achievement and encouraging ambition for attendance. In this regard, we need to be certain that we maintain young peoples' free choice of careers. That is, we need to be careful not to "brainwash" young children into careers which some may not find satisfying and rewarding later.

Corrigan: We have recommended several new courses of action at Texas A & M for enhancing minority recruitment and retention. For example, we are going to develop a field experience in minority impacted schools to be required of all students. We need to conduct more research on dropout problems and on instructional strategies which are effective with minority students, we need to develop remedial programs for those who need assistance with the Pre-Professional Skills Test and Examination for the Certification of Educators in Texas, and Texas A & M needs to present at least one distinguished faculty award each year to recognize a faculty/staff member's contributions to minority affairs.

Reinhard: I find the AFT proposal in New York City really exciting. It is not a reality yet, but they want to establish a "Teachers" school - a high school that would prepare students to become teachers. I think that idea has some merit.

Eds: It sounds like some interesting and innovative programs are going on. I hope they meet with success. The third question that I would like to ask you is; what do you think are the major barriers faced by traditionally white institutions in their efforts to increase minority student enrollment in Teacher Education Programs?

Sagan: I am not sure that traditionally white institutions are having worse problems when it comes to recruiting for teacher education programs than are the traditionally Black ones. With the college-going pool of black students getting smaller, all types of institutions are being affected. White institutions have typically had more resources to devote to financial aid for minority students, so they have in fact attracted many of the high quality minority scholars. However, these institutions have not devoted such funds to attract students into teacher education. White institutions need to give added attention to the campus milieu for minority students to be sure their needs are being served and that they are retained in programs through graduation. The large, complex research universities have such a variety of programs available that minority students are enticed away from education through program and career choices and by institutional financial aid policies that favor programs other than teacher education.

Corrigan: I agree that there is a problem in that outstanding minority high school graduates who receive scholarships/grants select careers other than teaching. Perhaps we need to search through the next tier of quality minorities (those who do not receive grants but are fully qualified for teacher education programs) and provide financial assistance to them.

Saunders: My perception is that the traditionally white institutions are caught in the crossfire of two competing forces: pressure on the one hand to develop more rigorous programs, (including higher admission and graduation requirements, and also greater use of standardized measures tests) and, on the other hand, persuading minorities that they can be successful in such programs. In other words, many traditionally white institutions believe they

must elevate admission standards, increase program substance and rigor, and be more selective, without making their programs (and the profession) any less accessible to students who may not have received adequate preparation for such programs - and many such students are minority.

Other barriers include (1) unfamiliarity - and perhaps lack of confidence - with effective recruiting strategies with minorities, (2) a disposition to allow minorities to "recruit" themselves, and (3) the demographic fact that overall fewer minorities are entering college.

Eubanks: The fact that there are very few, if any, minority faces on white university faculties and administrations can be a problem. Those that are there often have difficulty with tenure, promotion, and recognition for important roles. They must in some ways be much better than white faculty, particularly white male faculty, in order to get the same opportunities. Further, most of the Teacher Education Programs are run and taught by faculty who conduct research and understand majority schools and children and therefore, they are somewhat reluctant to work in, research in, or develop relationships with urban minority schools and school districts.

The organizational culture of universities and colleges, even those in urban settings, is for majority culture. This means that procedures for all kinds of bureaucratic things are geared for majority students to be able to progress through them and sometimes frustrates minority students. This often is viewed as "the way to do things," so the discriminatory nature of the outcomes are not always readily apparent. Also the social context of these institutions may be alien to minority students. They are too often not invited into, or made a part of, the social life on campus. When they try to form their own, they are often ridiculed, ignored or accused of trying to be separatists.

Reinhard: I wish I did not have to say this, but I think the biggest barrier is the shocking increase in the number of ugly racial incidents happening on these campuses. It is frightening, it is disheartening, and it is incredible - but we cannot make believe that it is not happening and that it is not taking its toll in keeping minorities out of higher education as a whole.

Eds: There are certainly enough barriers. But if we continued to address all these concerns, and then reconvened to continue our discussion of

minority recruitment and retention in the year 2000, what issues do you think would be paramount at that time?

Eubanks: Unfortunately, unless major policy and resource decisions are made which encourage and/or mandate additional minorities in teacher education, the issue may be "Why have things not changed during the past years?"

Saunders: I agree that the major issue will be essentially the same as it is now. The major obstacles which are causing the problem will not be solved quickly or easily. First, there must be a collective will to solve the problems, which I fear will be several years away. Then some time will be necessary to implement corrective processes. I fear, therefore, that this issue will not be resolved easily or soon. In America we seem to have a proclivity to wait until a crisis develops before we take serious corrective actions.

Reinhard: The issue that I think would be paramount is that the condition would be a "crisis" in our nation by 2000. Although I would like to predict that the crisis came from increased social consciousness that prods us to increased action, I feel the crisis will be articulated by business and corporate leadership on economic grounds. By the year 2000, given the aging of our population, we will have an insufficient number of people educated for the work force. For example, by the year 2030, the number of people 65 and older will equal the number of people under 18. Economic realities require that a greater percentage of our total work force, minorities and non-minorities, must be productive citizens in our society if we are to fund social security and other benefits for the aged. This economic crisis will result, I believe, in massive federal support for improving the quality of education of minority students in public schools. Minority students will also have more scholarships available for undergraduate degree work. Economic forces will result in greater social awareness. Solutions to the "crisis" will be significant, comprehensive and adequately funded interventions.

Corrigan: In my opinion, the question will be how to broaden the base of support to enhance minority recruitment and retention by defining the roles of the federal, state and local governments, the colleges and universities, the profession, and the private sector.

Sagan: I think two issues facing us today will continue to plague us in the year 2000 - namely, the declining level of academic aspiration among Black

and Hispanic young people, thereby reducing the number of minority youth seeking a college education; and secondly, as Dean Saunders pointed out earlier, the comparative lack of attractiveness (salaries, and working conditions) of teaching as a profession will continue to result in the selection of other job categories by minority youth. The educational reform movement so far has been in the direction of restrictive, non-professional regulations, such as procedures for certification. Later reform recommendations have been aimed in a more professional direction, but teaching will have to be seen as a "good job" by all young people, and if it is not, we will not have attracted minorities to the profession, and the children in our schools will be suffering the consequences.

Eds: You prepared well for this discussion, and have given us much to think about. I would like to thank all of you for your willing participation, and openness.

II. Keynote

The Recruitment and Retention of Minorities in Teacher Education

Dr. Roderick Paige
Texas Southern University

Before I proceed, I must tell you that this subject that we shall be addressing at this important conference has been the focus of attention of a few forward thinking educators since 1978. For it was in 1978 when Dr. Elaine Witty, Dean of the College of Education at Norfolk State University, began to call attention to the plight of minority teachers in this country. In fact, in 1980, the first national conference on the Preparation and Survival of Black Public School Teachers was held at Norfolk State University. In 1983, I had the opportunity, indeed the pleasure, to take part in the third annual conference on the Preparation and Survival of Black Public School Teachers, again sponsored by the College of Education at Norfolk State University. I can tell you that the excitement, motivation, and dedication to the cause exhibited by the conference sponsors, was matched by the commitment of the participants. I still have vivid recollections of the intangible but real spirit of oneness of purpose, togetherness, and free exchange of ideas and strategies exhibited by the participants. In fact, it was my attendance at the Third National Conference of the Preparation and Survival of Black Public School Teachers that kindled my flame about this issue. I salute Dr. Witty, Dr. J.B. Jones of Texas Southern University, Dr. G. Pritchy Smith of Jarvis Christian College, Dr. Brown of the Southern Regional Education Board, and other colleagues who pointed the way regarding this issue.

I have detected, already, that there are present here today those same elements of enthusiasm, commitment and momentum. Therefore, it is only fitting that I begin my presentation with a word of congratulation and thanks to the persons who are responsible for this outstanding and greatly needed conference. — To the board of directors, officers and members of this organization, thank you for caring enough to sponsor this conference, thank you for providing a forum for expressions of ideas and strategies designed to further the cause of minority teachers and therefore, Americans. Thank you for allowing me to join you in this very important activity. As far as I am aware, this conference is the first of its kind to be sponsored by a major white university. Therefore, Dean Sagan, Dr. Middleton, Dr. Parker,

we must salute you as well.

At this point, I must tell you a little about myself. From the introduction, you learned that I served ten years as the Director of Athletics at Texas Southern University. You know about athletic directors, don't you? Let me tell you about a young man who came to my office one day and told me that the football coach had just put him off the team. When I asked why the coach had done this, the young man indicated that he could not remember his plays. The kid wanted me to get him an appointment at the Texas Medical Center for a brain transplant. I did, and the kid went to see the surgeon. The first question the kid asked the surgeon was "How much does a brain transplant cost?" The surgeon indicated that brains were sold by the pound, and they were priced according to the type of brain the patient wanted. For example, the surgeon said that the brains of a surgeon cost $1000 per pound, the brains of and astronaut cost $1500 per pound, and the brains of a state senator cost $2000 per pound. He then asked the kid if he knew what kind of brain he wanted. The kid responded, "I want to be an athletic director." The surgeon said, "That will cost $5000 per pound." The kid said, "I know I am not that bright, but if a surgeon's brain is $1000 per pound, an astronaut's brain is $1500 per pound, and a state senator's brain is $2000 per pound, why does the brain of athletic directors cost $5000 per pound?" The surgeon responded, "Gee, you really are dumb. Do you have any idea how many athletic directors it takes to get a pound of brain?"

When Dr. Spearman first approached me regarding attending this important conference, I must admit to you that I did not find the prospects attractive. Think about it, a conference on the recruitment and retention of minorities in teacher education, sponsored by a major white university. Don't be absurd. I am the dean of education at a historically black university (HBU). Why should I be interested in helping major white universities learn to improve their abilities to take our best and brightest minds? The HBU's have their own recruiting problems. We want the very same students that you are asking us to assist you to recruit. Besides, if you are serious about learning to recruit and keep black students, you have only to ask Eddie Sutton, the head basketball coach here at the University of Kentucky. He seems to know how to do it, or you could ask Denny Crumb, the Louisville head basketball coach, who has recruited and kept the very best black

student athletes for years. So why am I here?

I know that there is a shortage of black teachers. I know that, you know that, and that is not a good enough reason for me to be here. I know that the college age population is declining. All of us know that. We know also that between 1986 and 1996, the number of 18-24 year olds will decrease by 18%. This decrease will be greater for whites than for blacks. Therefore, all of us will be fighting over a dwindling pool of students. We all know that the supply of high school graduates will begin to exhibit a decrease between 1988 and 1998, reaching a low point of about 2.3 million by 1992.

And so the question is, why should I be interested in attending a conference designed to assist major white colleges and universities increase their effectivenesses in recruiting minority students? Well, it did not take long for me to answer that question. The answer is that I feel that America is facing a major dilemma, and I do not think that the country has the problem in clear focus yet. I am here because I could not pass up and opportunity to tell you that although we may have come to this country in different ships, we all are in the same boat now. I came to tell you this evening, that the failure of poor and minority persons to achieve a functional level of education in this country, is not a minority problem. It is America's problem. You see, I agree with Dr. Jack Gant, former president of AACTE, who said "People need to see this not as a minority problem, but as America's problem." I agree with H. Dean Prost, Chancellor of University System of Georgia, who said, "If a black child never encounters a black professional, that suggests a lot to him about his potential." You need to know that the problem to the disappearing minority teacher has consequences for all of us. I'm here to say to you this evening that as a minority citizen of this country, you need to know that when the educational bell tolls for me, it tolls also for thee. The education reform movement seems to have ignored this. That is why I am here. Let me tell you a story that the biblical scholars among you know. It illustrates my view of the education reform movement thus far:

(Story of Daniel)

Daniel Chapter 5 : 1-16, 14 -27

Belshazzar the King made a great feast to a thousand of his Lords and drank wine before the thousand.

2 Belshazzar, instructed his servants to bring the golden and silver vessels which his father Nebuchadnezzar had taken out of the temple which was in Jerusalem, that the king , and his princes, his wives, and his concubines, might drink therein.

3 Then they brought the golden vessels that were taken out of the temple of the house of God which was at Jerusalem; and the king and his princes, his wives, and his concubines drank in them.

4 They drank wine, and praised the gods of gold, and of silver, of brass, of iron, of wood, and of stone.

5 In the same hour came forth fingers of a man's hand, and wrote over against the candlestick upon the pilaster of the wall of the king's palace: and the king saw the part of the hand that wrote.

7 The king cried aloud to bring in the astrologers, the Chaldeans, and the soothsayers. And the king spake, and said to the wise men of Babylon, whosoever shall read this writing, and shew me the interpretation thereof, shall be clothed with scarlet, and have a chain of gold about his neck, and shall be the third ruler in the kingdom.

8 Then came in all the king's wise men: but they could not read the writing, nor make known to the king the interpretation thereof.

9 Then was King Belshazzar greatly troubled, and his countenance was changed in him, and his lords were astonished.

10 Now the queen by reason of the words of the king and his lords came into the banquet house, and the queen spake and said, O King, live for ever: let not thy thoughts trouble thee, nor let their countenance be changed.

11 There is a man in thy kingdom, in whom is the spirit of the holy gods; now let Daniel he called, and he will shew the interpretation. Said the King's wife.

13 Then was Daniel brought in before the king. And the king

spake and said unto Daniel, art thou that Daniel, which art of the children of the captivity of Judah, whom the king my father brought out of Jewry?

15 And now the wise men, the astrologers, have been brought in before me, that they should read this writing, and make known to me the interpretation thereof: but they could not shew the interpretation of the thing.

The king offered Daniel riches and power if he would give an interpretation of the writing on the wall. Daniel turned down the riches and power, but agreed to give an interpretation of the writing.

25 And this is the writing that was written: Mene, Mene, Tekel, Upharsin.

26 This is the interpretation of the thing: Mene; God hath numbered thy kingdom, and finished it.

27 Tekel; thou art weighed in the balances, and art found wanting.

Thou Art Found Wanting

It is the educational reform movement that we in higher education have been wrestling with during the last few years. We have studied The Holmes Report. We have meticulously examined the national governor's report, Time for Results: The Governor's 1991 Report on Education. And we say similarly to Daniel, "They have been weighed and found wanting." Only The Carnegie Report seems to show a feel for interdependence between ethnic groups in this country. I am here because I realize that the HBU's cannot solve this problem alone. All of us have a role to play if we are to increase the percentage of minority teachers in the nation's classrooms. The HBU's, the major white colleges and universities, the political leaders, the religious community, community based organizations, all of us, are involved. It is in our collective best interest for every American child to have an effective teacher in front of him/her, and this requires a teaching workforce which reflects the ethnic diversity that makes this country great.

I agree with the noted demographer, Harold Hodgkinson, who points

out that the increasing minority populations will force us to reach a new understanding: we are all running on the same tether. The proportion of minorities in the U.S. population is rapidly approaching 1/3. If they succeed in school and in life, non-minorities will benefit as well. If they fail, all of our lives will be diminished. This is the new reality that leaders in higher education must discover. We cannot afford to create a third world population inside the borders of this country. History tells us what happens when the "have nots" greatly outnumber the "haves."

That is why I am here. Now , let me ask you, why are you here? You too need to ask yourself that question. If you are here to learn how to go into the nation's public schools and pluck from the educational vines the best and brightest minds, you are not going to like my message. You cannot be a harvester only. You must also plant and till the soil. If you think that it is just a matter of constructing attractive scholarship packages for minority students, my message to you is that the crop is too small to supply the need. You must help us expand the pool of minority children attending college, and thereby increase the number that will choose teacher education. We need to increase the pool of black children available and prepared to enter college, for it is from this pool of black children that we recruit black students into teacher education.

I must now tell you something that most of you already know. That is "if the nation is at risk" because of the inferiority of its school patterns, the student group presumably most at risk is the minority students, whose "disadvantaged" status seems to render them particularly vulnerable to retrenchments, as well as reforms. Honesty compels us to recognize that the "disadvantaged" are the lowest on the educational totem pole. They are the most frequent educational victims. Without our careful attention, the minority students could easily receive the most inept teaching, the barest of educational substance, the most meager of learning resources, and the most unimaginative of instructional techniques. Yet, as all of you must know, these are the students who require the highest quality of educational programming and instructional skill. The "disadvantaged classroom", if I can use that term, is no place for slipshod teaching.

Let's take a look at some of the factors that will help shape the world that these young students will have to face in their futures:

1. INTERNATIONAL CHALLENGE- The changing structure of the world economy and the continued growth in importance of international trade in the American economy will require a major rethinking of our approach to business management and federal government policies. This challenge will force us to increase the effectiveness of our workforce.

2. NATURE OF THE LABOR FORCE- Changes in the labor force itself , and in the kind of education people will need in order to be effective will also affect the employment situation over the next decade.

3. HIGH TECHNOLOGY INDUSTRIES- The recent and rapid growth of high technology industries, such as electronics, computers, and aerospace, is expected to continue.

4. HIGH LEVEL TRAINING- Changes in the nature of existing jobs as well as the creation of many entirely new jobs are likely to require higher level skills so that young workers and others seeking entry-level positions may find fewer unskilled and semi-unskilled jobs available. The Bureau of Labor Statistics estimates that by 1990 three out of four jobs will require some education or technical training beyond high school. Even those jobs which do not require specialized skills will require a solid foundation in the basic academic skills. Without this special training and improved educational attainment, many may be unable to find regular work. This situation will be especially troublesome for minority youth, who have high dropout rates and disproportionately high levels of unemployment. Similarly, adults who have low education and skill levels face more limited job prospects in the future because of technological advancement that required higher levels of, or different, occupational skills.

Are Minority Students Being Prepared for This New World?

The numbers of functionally illiterate minority adults remains high and the nation has experienced a decline in estimated worker skill levels relative to other industrialized nations. These have had a direct effect on the current and potential competitiveness of American workers.

Asian Enrollment Rises, While Black Enrollment Declines

Even though minority enrollment in higher education increased six percent between 1980 and 1984, this is largely because of increases in Hispanic and Asian enrollments. During this period, Hispanic enrollment increased by twelve percent and Asian/Pacific Islander enrollments increased 34 percent. Both Black and American Indian/Alaskan native enrollments declined three percent and one percent, respectively.

Blacks are losing ground at almost all levels of higher education. Between 1980 and 1984, black undergraduate enrollment declined by four percent, while black enrollment at the graduate level dropped twelve percent.

Minorities Are Earning Fewer Degrees

In the academic year 1982-83, 980,679 bachelor's degrees were awarded. Eleven percent were earned by minorities. Between 1980-81 and 1982-83, the number of bachelor's degrees awarded to all minorities declined by five percent. Minorities earned 10 percent of all master's degrees in 1982-83, down from twelve percent in 1980-81. In 1980-81, the largest proportion of master's degrees earned by minorities (38 percent) was in the field of education. Between 1982 and 1983, however, the percentage of minorities earning degrees in this field decreased by nine percent.

College Attendance Patterns of Minorities and Low-Income Students

The decision to attend college continues to be influenced by a student's socioeconomic circumstances. Findings from a recent American council of education report describing college-going experiences of 1980 high school seniors show that:

1. Slightly more than half of high school seniors in 1980 who did not go to college had the lowest socioeconomic status of those studied.

2. A significant proportion of black 1980 seniors (31 percent) applied to college but were not attending two years later.

College Costs Increased in 1986-87

For resident students at independent four -year institutions, the average total expenses are expected to be $10,199, including $5,793 for tuition and fees, $2,899 for room and board, and $1507 for books, supplies, transportation and personal items.

Most Freshmen Choose Career-Oriented Majors

Slightly more than one-quarter (27 percent) of 1985 freshmen planned to major in business, compared to 19 percent in 1975. The freshmen of today are less likely to major in education than their counterparts were a decade ago. In 1985, seven percent of entering freshmen planned to major in education, compared to ten percent in 1974. For minorities the trend is even more negative.

Let me again thank the University of Kentucky for this conference. As I mentioned earlier, I believe it is the first of the historically white universities to make an effort in this area. This is very important because white universities produce 85 percent of all teachers in America. Further, it is projected that by 1992, more than 90% of the teachers in the country will be white. This is not a racial statement. It is a statement of fact. Since 90% of the teachers are going to be white, and trained by white universities at a time when 1/3 of the students will be minorities, it then becomes extremely important that these universities be sensitive to the educational plight of minorities. We must accept the reality that the achievement of minority children will be determined, at least in part, by the effectiveness of the teachers. Therefore, it also becomes important that these universities provide a different type of teacher training program, one that will help prepare their graduates to do a better job in teaching minority children. Research shows that all along the education pipeline, black children are losing ground educationally. We have to assume that this is related, in some measure, to the effectiveness of their teachers.

Hodgkinson tells us that already seated in the classrooms of the

nation's elementary schools are the first college graduates of the 21st century. Moving into the preschools and day care centers are the new century's first high school graduates. They represent a generation of children very different from their predecessors.

There is a tendency to think of the typical American family in terms of an old Norman Rockwell magazine cover: the working husband, the housewife, and two school children. Today that description fits only seven percent of American households.

Consider the implications of these realities about today's children:

* 14 percent are illegitimate
* 40 percent will be living with a single parent by their eighteenth birthday
* 30 percent ar latchkey children
* 20 percent live in poverty
* 15 percent speak another language
* 15 percent have physical or mental handicaps
* 10 percent have poorly educated parents

To provide an adequate and meaningful education for these children is both a challenge and a responsibility for the nation's elementary school teachers. Universities must prepare teachers for this reality, and business as usual will not do it. That, ladies and gentlemen, like the southern old folks used to say "is just the way it be."

The Carnegie Report tells us why it is important that we prepare teachers to effectively teach all children. It indicates that as the world's economy changes shape, it would be fatal to assume that America can succeed if only a portion of our school children succeed. By the year 2000, one out of every three Americans will be a member of a minority group. At present, one out of four American children is born into poverty, and the rate is increasing. While it was once possible for people to succeed in this society if they were simply willing to work hard, it is increasingly difficult for the poorly educated to find jobs. A growing number of permanently unemployed people seriously strains our social fabric. A heavily technology-based economy will be unable to invest vast sums to maintain people who cannot

contribute to the nation's productivity. American business already spends billions of dollars a year retraining people who arrive at the workplace with inadequate education.

Therefore, major white universities must accept the responsibility of teaching teachers to effectively teach minority children. They must prepare teachers to provide an effective education for all children. I wish now to share with you how I think we can achieve that goal.

Basics

We must return to the basics- not reading, writing and arithmetic- the basics to which I want to return are two in number: They are those of a colleague, Dr. Larry McCrorey, Dean of the School of Allied Health, University of Vermont, to **think**, and to **feel**!

To think- my first ingredient. For a meaningful education, children must be taught to think. I see far too many students who are memorizers, not thinkers, and it is my belief that we, as educators, have done that to them. Educational institutions at both the elementary and advanced levels have been relatively successful at imparting content, but grossly unsuccessful in developing the skills needed and used in problem-solving. Although content is essential, it is not sufficient to enable people to deal with the complexities of professions, vocations, or even living.

In fact, we must insure that teachers are prepared to provide a learning environment that is intellectually stimulating and challenging. It should be capable of sharpening the intellect, so that our students can learn to use their minds skillfully and maturely. A learning environment should be provided that affords students the opportunity to question, to challenge, and even to doubt, and indeed fosters these activities. This is terribly important, because to be an effective professional, or even and effective citizen, students must become curious, questioning individuals. That is the kind of person who will find solutions to problems. That is the kind we will need for the future of the world. In other words, we must insure that the institution provides an education, not merely a training. Education prepares one to perform, it is necessary for understanding problems, and it gives the skills to invent solutions. To make this need clearer, let me list some examples of the rate at which new knowledge is being created (data from the Educational Policies Center, Syracuse University):

1. Half of what people learn is no longer valid when they reach middle age.

2. One-third of the items on the supermarket shelf did not exist ten years ago.

3. Fifty percent of the labor force earns its living in industries which did not exist when the country began.

4. Three-fourths of all people employed by industry will be producing goods that have not yet been conceived twelve years from now.

5. Half of what a graduate engineer studies today will be obsolete in ten years; half of what he or she will need to know then is not yet known by anyone.

Clearly, the implication of this knowledge explosion is that teachers must prepare individuals for jobs that have not yet been created, to solve problems we cannot even imagine, with techniques that have not been invented. My friends, training will not do that! We must educate. We must teach our students to <u>think</u>. Teachers need to enhance the flower of creativity, rather than stifle it by insisting on conformity.

My second basic, teaching students to <u>feel</u>, of course implies values, and such a thought is almost taboo in some educational circles. I have never accepted the myth of a value-free education. To me, it is neither possible nor desirable. The choice of a textbook is a value statement. In fact, there is no such thing as a value-free education. There is only the choice to be conscious and positive about our values, or to conceal and confuse them. Frankly, this is my worry about the other "back-to-basics" movement. I have no quarrel with those basics - they are essential. But they often are treated as ends in themselves, rather than means to an end. Reading, for example, is not an end; it is a means to an end. Reading skill can be a lethal weapon in the hands of a person who uses it to build a bomb to blow up his neighbor's house because his neighbor happens to have a different skin color. We <u>must</u> help our students with clarification, and help them understand the moral purpose for which these basics are to be used.

For the non-minority teacher, this may mean coming to understand other cultures, lifestyles, and learning styles. In addition, it may mean learning to consider ideas and concepts that are different from their own.

These teachers must be as adept at explaining Harlem as they are at explaining France or Scandinavia. We must help our students understand racism in America at the same time they understand it in South Africa, or sexism in Kentucky and Texas at the same time they become aware of it in some Arab countries. Students need to understand the sicknesses of racism and sexism.

For the minority students, a critical need would seem to be to help them learn about and appreciate their history. Only against that backdrop can we expect these children to develop the kind of self-image and self-esteem so vital for self actualization.

To develop teachers who can teach students to think and to feel is not a task that needs extensive study. Edmonds tells us what we already know when he says that:

> "We can, whenever and wherever we chose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

In closing I would like to say that your true mission over these next three days, if you choose to accept it, is to develop a blueprint for the recruitment and retention of minorities in teacher education. Yours is an unenviable, indispensable task. The future of blacks and other American minority group members may well rest in your hands, but you have been prepared well for this task and I am confident that you will succeed. I know you are well prepared because you are keenly aware that academic excellence cannot be legislated. You know that under the current education reform movement, many students are junked in the name of reform. Students are being junked when the when the system that failed them should be junked. When we are informed that during the academic year 1984-85, thousands of minority seniors dropped out of high school before graduating, it becomes even more apparent that our current school system is failing - not the students.

The statistics are cold, the implications are many, and the root of the progression takes on many forms. You have come here today to analyze these cold incriminating data, to dissect in meticulous fashion the compo-

nent parts of this educational quagmire.

You have a responsibility to mankind. The greatest gift of all is the gift of service. The ultimate measure of success is the unsolicited service rendered to those in need. Education in its highest form is a tool that enables man to better serve his fellow man. To the disadvantaged child it is even more. It is a way out, a passport to freedom, the one thing that can make the difference in his/her life.

Again, to the sponsors of this conference, the college of education, of the University of Kentucky, thank you for hosting this important event. I hope that because of your efforts, others will see the light. I hope that because of your foresight and dedication, other segments of the major university community will awaken from their pseudo comfortable financial tombs and shake the cobwebs of apathy out of their minds and join the struggle. I hope that because of your concern for education for all, many more children will have the opportunity to gain a quality education.

I bid you Godspeed on your mission. May God be with you.

Thank you.

III. Overview of Minority Recruitment and Retention

A. History and Social Psychology of the Issue

Moderator: Bernard Mennis, Jefferson County Public Schools

Eugene Kelly
Jefferson County
Public Schools
Louisville, KY

Historically speaking, black Americans have long held education in high esteem. This opinion is supported by the fact that teaching, traditionally, has been the major occupation of college-educated black Americans. Education has also been a motivating force throughout history. Its impact has been felt through the reconstruction of the South following the Civil War, through the Black Renaissance of the 1920's, and again during the Civil Rights movement of the 1960's. Today, we are faced with another problem involving education, the social psychological issues surrounding the recruitment and retention of minority students in higher education.

In attempting to delineate the parameters that define the social psychological issues that have had an impact on the plight of minorities in higher education, and on education in general, a number of studies encompassing a variety of variables have been performed. Summarily, these studies can be grouped into categories centering around investigations of structural variables, interpersonal variables, and psychological variables (Allen, 1985).

Utilization of this approach has led to the development of structural theories which emphasize the relationship between the economy and education. In this view, schools are seen as maintaining the status quo through a class based educational structure that all but guarantees a stratified education (Oliver, Rodriquez, & Mikelson, 1985). Emphasis here is placed on the acquiring of "cultural capital." Cultural capital is defined by Bordieu as "instruments for the appropriation of symbolic wealth socially designated as worthy of being sought and possessed." (DiMaggio, 1982).

Oliver, Rodriquez, and Mickelson (1985) maintain that approaching the problem of recruitment and retention of minorities in higher education from this perspective places emphasis on external factors which do not address the internal factors or the interaction among these variables. They propose that the issue needs to be investigated in terms of models that include academic

achievement and adjustment factors. They also suggest the use of the Tinto/ Allen model which emphasizes both skill/preparation (academic achievement) and value/cultural/alienation variables.

In conducting a study using the suggested model and a variety of variables, Oliver, Rodriquez, and Mickelson (1985) found that the critical variable was race. It was concluded that race affects both the student and the university. This finding served to raise the issue of racism, individual and institutional, as a hindering factor in the recruitment and retention of minorities in higher education.

Cultural deprivation is another factor often mentioned for which minority students are said to fail to meet established criteria for achievement. It seems that it is almost impossible to deprive a person of his/her traditions and morals. This is especially true if one assumes that most of these traditions were developed as a response to a need to survive in a hostile environment. When this term is usually used, it most frequently refers to the absence of "middle class values." The combination of the assumed absences of middle class values and racism serve to bolster the image of the minority student as being culturally different and alienated from the majority culture.

Finally, competency testing poses a threat to the recruitment and retention of minorities in higher education because it provides a means of objective selection. With the emphasis on testing at every level of education, it becomes apparent that fewer people will be allowed to complete the process; especially, people who lack the skill necessary to achieve an arbitrarily established criterion for success. With the testing beginning at the kindergarten level, the threat arises that a sizable portion of possibly capable individuals will be weeded out before they have a chance to acquire the skills necessary for success beyond elementary, middle, and secondary schooling. The threat lies in that any test, because of the nature of test statistics, has some error inherently built within it that users of tests do not generally recognize. (This is not to say that all testing is bad. If the testing is part of a remediation program, it can serve a very useful purpose.) This combined with arbitrarily established cutoff scores serves as yet another obstacle to be overcome in the quest for the American dream of equal opportunity.

Factors involving cultural and racial backgrounds and differences, and testing have served to present and maintain barriers to blacks and other

minorities seeking opportunity through higher education. Combined with the declining attractiveness of teaching as a profession (e g , salary, working conditions, and increased training requirements), these factors have made it increasingly difficult to attract and retain minority students in teacher education programs.

Mary E. Dilworth
Howard
University
*Washington, D.C.**

I am here today to share with you a few thoughts as to how we have gotten to this point. When I say we, I mean Americans, and when I say this point, I mean trouble - big trouble. Only those who believe that schools should reflect the best of society will understand my point of view.

We are looking at a situation where very soon minority youngsters (primarily black and hispanic) will constitute a large proportion of our nation's school enrollment without the benefit of an equally representative teaching force. Education without cultural or racial variation is at best mundane and at worst incomplete. I certainly do not have all of the answers to this dilemma, but let me go on.

For starters, we have always been at this point, that is, there has always been a shortage of black teachers, even during the years of segregation, and when education was the only profession to which most colleges, and especially black colleges catered.

For example, in the 1929-30 school year, Alabama had 3,500 black teachers but needed 2,600 more teachers to meet the demand for common school education and to reduce the 47 to one student/teacher ratio to manageable proportions of approximately 30 to one. Louisiana had approximately 2,700 black teachers and needed 1,800 more. Mississippi had 5,000, but needed another 4,000. North Carolina, considered fairly progressive in the education of blacks, was short 2,600 black teachers for the school year 1929-30.

Part of the problem back then, remains today. That is blacks, as a group, have always been less educated than their white counterparts. At the turn of the century, 56.3 percent of the majority school aged population had attended school at some point, while only 31.1 percent of blacks had reached that level.

This says nothing for the quality of education. Less than ten years following the second Morrill Act, which established land grant colleges for blacks, appropriations for white land grant colleges exceeded those for blacks by 26 to one. Salaries were also discouraging. In 1935-36, the average black teacher's

* *presently at:*
AACTE
Washington, D.C.

salary was $510, whereas the majority salary was $833. One study of southern states showed an actual decrease in black teachers' salaries as enrollment increased.

You may think that this situation is not unusual for teachers of any race, e.g., poor salaries, overcrowded classrooms, even the minimal college preparation that both groups experienced, at least until 1950. My point is that all teachers have had a bad shake in this country, and in this century. However, black teachers have been impacted in a more severe manner.

There are many generic reasons for the current decrease in the number of all teachers, not the least of which are poor salaries, more attractive career options, and poor school environments. Yet, beyond these disincentives is one specific item that has clogged the small, but steady stream of black and hispanic teacher education students, and that is testing - before, during, and after the college experience.

Tests are not new to students in teacher education. Early in this century one did not have to attend school in order to teach. All a person had to do was to pass a test. However, this was during a time of segregated schooling. Historical data reveals that far less attention and resources were afforded black teachers when they were teaching only black children. Now times have changed and everyone is concerned about the quality of all teachers. If they are not, they should be.

The recruitment of minority teachers may be more difficult than it was in the past. Nevertheless, we must keep in mind that there are more black and hispanic children in the pool than ever before. They are being lost, however, to poor pre-college preparation and decreasing availability of financial aid.

A lesson is to be learned from history regarding the retention of these students. Traditionally black institutions have adequately trained students who are often ill prepared to become excellent teachers and their programs are not so much different from any other, with the exception of attitude. They intend for every student who enters their doors to succeed and use all their resources to accomplish this.

If the colleges and universities of today learn this lesson from yesterday, there will certainly be more minority teachers for tomorrow.

Richard Angelo
University of
Kentucky

Let me begin by making two general observations, the first of which bears on the history of the issue confronting us at this conference: unfortunately we know relatively little about the history of teacher education writ large, and still less about the historical patterns of minority recruitment and retention in the profession. The history of education has certainly emerged as a vigorous specialty during the past 25 years - there can be no quibbling about that - but the bulk of the work responsible for the field's transformation has been absorbed with the aspirations, conflicts, and compromises which fueled the institutionalization of urban public school systems between 1830 and 1930. The large, secular university which crystallized around the turn of the century, succeeding what was left of the small, religiously-oriented colleges dotting the landscape in the decades before the Civil War, has received a smaller, though still a significant measure of renewed historical attention. Both branches of this now extensive revisionist literature share a pronounced sensitivity to the dynamics of race, gender, and social class. And yet for all of the energy and painstaking research which has made this literature possible, historians have been content until quite recently to leave the subject of teachers - along with the faculties, the normal schools, and later the colleges that trained them - riding on the back seat of the historiographical bus. This pattern of neglect has been recognized and work is already underway which promises to correct it, but we still have a long way to go.

My guess is that few, if any of you, will be saddened by the news that our historical understanding of teacher education is underdeveloped at the moment, and this prompts me to make a second observation - namely, that "the social psychology" of the issue we are addressing here today comforts us with the assurance that such a history, even if we had it in hand, would be more or less irrelevant. While the majority of us are not ready to echo Henry Ford and declare flatly that "history is bunk," we have no reservations whatsoever about leaving history politely in the background. I would like to speculate a bit about the sources of this social psychology and then, with what little time remains, provide a few reasons why I think we ought to be wary of it.

In one sense, of course, there is nothing unusual about our indifference to the history of education in general and that of teacher education in particular. When discussion of virtually every public issue of the day bears the stamp of present-mindedness, why should educational issues be treated any

differently? Nevertheless, I think there is something more fundamental than a free-floating present-mindedness operating here. History cannot easily arrive at or depart from our educational interests as they stand, I suspect, because those interests are centered on a quest to perfect instruction - pedagogy - and we regard the quest as timeless. It's not as if we muffle instruction's past in favor of its present and its future. Rather, we do not believe instruction has a past in any substantive sense. Let me put the point in another way. If the human face is the best picture of the human soul, as Wittgenstein once remarked, then the best picture of education for most of us proves to be one of an inspiring teacher working over material that matters with youngsters in a classroom. Think of Marva Collins, Sylvia Ashton Warner or Paolo Freire. Think of the stories we tell about the handful of teachers who made a difference on our own lives and when we tell them. "Teaching" and "Education" regularly hold hands and change places within this mental landscape, becoming two different words for the same thing: a good education means a good teacher. We feel no compulsion to historicize this equation because teaching stands on the same footing in our social imagination as falling in love or mourning the death of a parent - on the same footing, that is, with occasions which we do not regard as socially constructed. Like love, death, or the trials and satisfactions of family life, we think of teaching as universal - transcendent - framed by the contingencies of biography and circumstance, to be sure, but lying outside the burdens and constraints imposed by a collective past. Certainly it comes as no surprise to find the preoccupations of the historian fated to marginal significance within this educational horizon, if and when they manage to enter at all. History may inform us about alterations in the administrative, economic, or demographic shape of "the container," so to speak, but it seems destined to leave teaching - the essential thing contained - untouched. History may tell us how the scene has changed, but it can tell us nothing about the action.

Now why should we be wary of this view? Not because it blinds us to the changing contexts of formal instruction, but because it abridges or truncates our understanding of context in a very precise way. As matters stand now the only shifts in the wider social context of pedagogy we are prepared to entertain seriously are those which reinforce the conviction we already take for granted - i.e., that if we are interested in education, our energies ought to be

directed toward finding measures which will improve the quality of teaching, on the one side, and induce students to pay attention and do their lessons on the other. We have all overheard and participated in discussions about the unprecedented decline in the general level of cultural literacy and rudimentary cognitive skill among the young; new distractions created by TV and rock videos, recent breaks in traditional family patterns which undermine parental ability to reinforce the school's intentions, and new depths of teacher morale and teacher quality. These are the kinds of contextual considerations that matter within the educational horizon I have been describing because they can easily be made to converge upon and dramatize our quest to perfect instruction in the name of sound educational policy. By spotting trends which currently make the quest more arduous, we simultaneously reaffirm its centrality and significance. This is worrisome because all the while we systematically ignore the changing contexts of instruction which put the integrity of the quest in doubt. Think of the matter this way. The implication of our ordinary ways of proceeding is that our educational worries will be over if we succeed in improving , if not perfecting, instruction - if, at a minimum, we can restore instruction to the levels of efficiency we imagine it had when we were children. A recognition of the alternative contexts I have in mind carries a different and more frightening implication. These contexts suggest that even if we succeeded in perfecting instruction in the public schools, we would still be faced with deep and vexing issues of education and equity. As these contexts go unacknowledged and undiscussed in the public realm, they are working their mischief nevertheless, threatening to transform the quest for a perfected pedagogy into an increasingly anachronistic and irrelevant gesture as we enter the 21st century.

Perhaps it would be helpful here to ask why we yearn to perfect instruction - to ask why the quest matters so much to us as a nation. In 1897 when the editor of The School Journal asked John Dewey to briefly state his "pedagogic creed," he wrote that "education is the fundamental method of social progress and reform," that "the teacher is engaged not simply in the training of individuals, but in the formation of proper social life;" and that "in this way the teacher always is the prophet of the true God and the usherer in of the true kingdom of God." The biblical cadences may be foreign to us in our era, but the aspiration is not. We pursue the quest to perfect instruction because

we believe learning is redemptive for individuals as well as the society as a whole. This view made sense in 1900 because it was hedged in on all sides by a set of expectations and beliefs consonant with the apparent direction of a maturing industrial economy.

In 1900, for example, it made sense to believe that as the economy expanded, the cognitive requirements of work would also become more demanding. In the future world that reformers of Dewey's generation imagined, not only would there be work for everyone, but work would be more exacting, requiring new skills and new attitudes. Furthermore, as the older forms of rural life were eclipsed, it made sense to think of more and better schooling as the chief means of furnishing the skills and attitudes necessary for work and full political participation in the new urban-industrial society. It exaggerates the situation only slightly, if at all, to say that learning was thought of as a commodity - a commodity produced directly by instruction and indirectly by the extracurricular activities and environment of the school. Thus if there were social limits to what more and better education could do - thus limits on our ability to "usher in the true kingdom of God" - those limits were apparently imposed on the "production"side alone. More and better teachers using empirically proven methods were therefore required to work in an efficiently managed system of schools expansive enough to accommodate every youngster in the land through grade twelve at a minimum. Finally, it made sense in 1900 to think of knowledge expressed in the curriculum as apolitical and science, both as a method and a body of results, as unimpeachable. When embodied in the expertise of newly forming professions, science could be counted upon to guide the whole instructional enterprise, rooting out error and prejudice at every turn. IQ testing would objectively sort and classify youngsters according to their God-given abilities. Through research, pedagogic technique would become increasingly purified and refined. If classrooms were havens, somehow immune to the antagonisms of race and social class which swirled around in the wilds of social life, who could doubt that a well-ordered and genuinely progressive democratic policy was just around the corner?

I think it is fair to say that we continue to treat learning as a commodity in 1987 and our educational problems as production problems. More precisely, we think of the teacher in the classroom as the vital point of productive

contact. If learning does not happen there, we reason, nothing happens, and so that is where our imagination and our energies are directed. But notice how dramatically the sustaining context of belief and circumstance has altered since 1900.

For example, we all recognize, if only in our off-duty moments, that today's high school diplomas and bachelor's degrees are worth less than those earned by our parents' and our grandparents' generations. School certificates today by and large represent lower levels of cognitive distinction than they did in 1950 or 1920. They also have less utility as a means to renumerative and challenging employment. By the same token, however, the liabilities for not having a high school diploma (as well as some amount of post-secondary education) have never been higher. Let me call this a trend and give it a name: "the transformation of educational opportunities into social ultimatums." What this trend means is that school attendance in our era has become defensive. School is universal now, but not because it is compulsory. Like the automobile, school is compulsory now because it has become universal. Our children must finish high school and attend college, not because attendance directly confers any cognitive or economic advantages, but because attendance is the only way of avoiding the social disaster of falling behind the crowd and being labeled a dropout. Put another way, the chief benefit of school at the end of the 20th century has become... more of it. If you can not translate your BA into a good job and the social advantages that go with it, you can always use the degree as a passport to graduate or professional school.

The transformation of educational opportunities into social ultimatums has little if anything to do with the production side of the equation and everything to do with the dynamics and scale of consumption. Ironically, it has been brought about by our success in approaching the target levels of educational attainment which Dewey's generation had initially projected. Remember that having every youngster complete grade twelve was a dream in 1900; today we manage to graduate 70 to 80 percent of the age cohort. Our preoccupation with the caliber of instruction to the exclusion of all else spares us from recognizing the pain in this situation. It permits us to follow changing participation rates as the eye might follow sliding rocks and never feel the avalanche.

As if this were not bad enough, the long-term effects of the reorganization of work have stressed our social situation even further. The only label I

can think of for the relevant trends in the economic sphere is "technological unemployment and de-skilling." Contrary to expectations at the turn-of-the-century, there is not enough work to go around. Full employment seems so remote from present possibilities that we no longer speak of it as a goal. We speak of acceptable levels of unemployment instead. Moreover, the substance of the work that is available has been relentlessly routinized. In most quarters of the economy, the necessities for workers' judgment and skill have been diminished rather than enlarged in the name of management's control and profit. You do not have to go any further than your local supermarket to glimpse the net results. On the one hand, the computer means quicker, error-free checkout. Detailed itemization of your order along with correct charges and change are assured. But functionally speaking, the clerks who spend their time dragging the green beans and the soap across the scanner are called upon to exercise less judgment and skill than their counterparts did as recently as a decade ago. On the other hand, and no less importantly, the cashier is likely to be a college student if he or she is not a graduate already. Why? Not because the cashier's work intrinsically requires the benefits of a college education - an alert sixteen year old is certainly more than capable of doing the job - but because college students in need of employment are plentiful. Why hire a teenager when you can hire a college student for the same wage?

Of course the classroom has not been standing still in its changing universe. Just as the nature of work and school participation rates have altered in unanticipated ways over time, so too have the beliefs which nourished turn-of-the-century commitments to an expanded and perfected pedagogy. As I said earlier, one of those beliefs was that instructional relations were pure and that the curriculum was apolitical. But this view has become increasingly harder to sustain in the face of mounting ethnographic observation and interpretation which insists that classrooms are not beyond class. Instructional relations, it would appear, are always shadowed by race, gender, and social status. Furthermore, the century-old hopes for putting instruction on genuinely scientific basis are now near collapse, in part because our understanding of science has been undergoing significant revision during the past 25 years. Though you would not conclude this from a glance at the AERA's annual program, "modern" notions of science as a neutral method or an accumulating body of universal truths are being steadily displaced by a

"post-modern" appreciation of science as a specialized form of community, and a gusty one at that - a community which, for better or for worse, has been subject to the same conflicts, blind spots, and errors at play in the society at large. The distortions in school practice resulting from scientific racism, initially expressed in the massive program of IQ testing begun after the first World War, is just one significant theme in the history of education which takes on heightened intelligibility and significance within this new picture of science as a culturally embedded cognitive enterprise. While this new picture by no means spells the end of educational research, it does alter our understanding of the variety of forms research may take, as well as the overall point of the effort. Explanations no longer need to be cast in terms familiar to plumbers and engineers. Moreover, thinking about research in whatever form as a quintessential rationality whose business it is to police baser, more local forms of understanding rooted in practice, has begun to lose its appeal. Educational research can not be expected to reform practice; research is a practice in its own right - "a case among cases," as Clifford Geertz might say, "a world among worlds."

In conclusion, I want to insist that my point today is not an academic one. We do not need more courses in the history of education. What is required, I think, is a better conversation. The factors I have highlighted - the transformation of opportunities into ultimatums, degraded work, and a "dirty" classroom, bereft now of hopes for anything outside ourselves to guide instructional practice - make for a demoralizing situation, and all the more so because it goes undiscussed. The high school is no longer a portal of opportunity. To an alarming degree, neither is the undergraduate college. On two days out of five, students and teachers perceive these institutions as holding pens, and in many ways that is precisely what they have become. This situation effects actors on both sides of the teacher's desk, though they may not have the words to describe it, because inspiration, motivation and effort are not just matters of personal psychology. They are social categories too. It is hard to participate wholeheartedly in a form of life wherein one's important problems are treated as non-existent. It is hard to belong, harder to work for change, and one soon grows disaffected. Until such time as contextual considerations on the order of those I have outlined are put on the public agenda, we shall remain in default of the best aspects of the tradition which helped to fashion the

educational system in the first place. The system will remain busy and expensive, but morally at a stalemate. More facts will not help, but an enlarged imagination will. Although the present poses tough questions about what we have to do, it poses even tougher questions about what we have to say.

B. Futuristic Views of Society and Minority Participation in the1990s

Moderator: Harry Barnard, University of Kentucky

David E. Denton
University of Kentucky

My written comment contains neither a formal argument nor a set of exciting predictions. It does, however, illustrate how I prefer to think about the topic of our session, and it does suggest some topics for possible consideration in our later conversations of the session. This conference is grounded in a deeply held concern, a concern which I share, a concern for the low numbers and declining percentages of teachers from minority groups. This is a concern which grows, in part, out of a shared belief regarding the significance of such teachers in the education of tomorrow's adults. I think that means the future!

Operationally, this concern gets translated into the language of recruitment and retention. With this seems to go the tacit understanding that we agree as to the space, system, or sub-system into which certain categories of teachers are to be recruited and retained. But, and here I may get shot, recruitment and retention are relatively straightforward and simple matters. For recruitment, one needs salesmanship, influence, persuasion. For retention, one needs an appropriate reward system. The complications arise when one asks, "Recruitment into what?" and "Retention in what?" It is this 'what' which is the problematic. Recruitment into what and retention in what is the question for the 1990's and beyond. And just as an aside, an example of recruitment - every time I see it on the tube, I find it both hilarious and depressing - is the Army's ontological, even metaphysical claim, "Be all you can be in the Army." Depending on one's ontology, that might even be a theological claim.

But today in my role as a futurist, how should I approach the question? The question being: recruitment into what and retention in what in the 90's. I

can tell you first that futurists make no predictions. Predictions entail some kind of knowledge of a future target and how and when it will be reached. Such claims are presumptuous, and good futurists avoid them. What the futurist does provide is knowledge of alternative possibilities. And operates on the assumption that, just as today's social phenomena occur in complex systems or configurations, so will tomorrow's. Such configurational thinking avoids the simple-mindedness of single-variable extrapolations, which is the typical form of our talking about tomorrow. An example of which was the infamous forecast of the Ford Foundation in 1967 that a new community college would be started every week throughout the 1970's. As you know, 1970 pretty much marked the end of community college expansion. To make such a forecast, they had to ignore a wide range of variables and systems available to them at the time. So, I am not going to make any predictions about the 90's and beyond, but I can quickly sketch, with a particular metaphor, a way of thinking configurationally about our shared concern.

Those of you who are cable TV viewers know already the source of my metaphor. A quick education in how to think like a futurist can be had by watching The Weather Channel! Their forecasts are really quite good - involving a complex interplay of judgment, intuitive reading, team interpretation, and the latest in sophisticated satellite and computer technology. Their computer generated graphics are marvelous, and what they show is a 24-hour-a-day example of configurational thinking. Complex, interactive systems of highs and lows, multi-layered wind and humidity patterns, large scale temperature "masses" from the Artic and locally small but extremely intense energy formations. State boundaries are irrelevant. So are national ones. Florida's first hurricane of the season may be forming over the Sahara today. Lexington's icebox, which is coming in later today, was spotted in Winnipeg last week.

In a somewhat similar fashion we can spot some of the social problems of the 90's today. On this metaphoric weather map, we can easily see a large front coming out of the southwest, with a smaller version in the northeast, in which the primary language is Spanish. Up the Florida peninsula, a front in which the primary language is a creole variant of French. Some university admissions officers are feeling high pressure from Asian-Americans. Extremely intense energy formations can be seen in the centers of our large cities, in the revival of bigoted and intolerant religious and political organiza-

tions and policies, and in the dumping of farmers and families into the cauldron of the displaced, homeless, poor. When we look at the different levels and locations on our weather map, we can see the heat generated by the fight over an official language, renewed pressure in Louisiana for instruction in French, and a growing rejection of urban models for all schools among those who focus, again, on rural education. Backing out of our satellite, 22,000 miles out, we can see that the population bomb has already gone off. One million street people in Calcutta alone, a half million in Bombay, and the estimates of Lagos' population vary as much as ten million. But the world's largest city is not on the sub-continent of India nor in Africa; it is just below the Texas border.

Most of these examples of what can be seen on our metaphoric weather map are of population, but much could also be done, as you know, with the migrations of manufacturers, with international finance, international fundamentalism, nuclear and oceanic pollution, and so on. But I think you get the picture. Now what does the picture say about the space or system into which we wish to recruit minority teachers in the 90's?

Up front, I will tell you that my reading of the map is really a very pessimistic one. Actually, I see two weather maps. The first, a dynamic interactive configuration, I have briefly described. The second is a still photograph of a weather map taken from the back page of a newspaper printed at least forty years ago. In the still photograph, there is no change, no interaction, the configurations are fixed, and I am afraid it is the second map which guides the thinking of most policy planners in public education.

Looking at that second map, and assuming it to be a valid picture, one is likely to infer that public classrooms constitute an identifiable valuation of space or system - principally white, principally protestant, and definitely middle-class. Non-whites work their way into that valuational system to the extent they become white, protestant, and middle-class. Recruitment and retention of minorities into that configuration just might require bribery.

Look again at the second map, the one from the old newspaper. It shows that Black Americans make up the largest of the so-called minority groups. But you are looking at the wrong map if that is your operating assumption today. Hispanics now hold that position. That's the national picture. Locally, it may be Native Americans or others who hold that position. Not in the second, but in the current and future weather maps, who and what groups

are being referred to with the term 'minority' becomes part of the question, a part of the puzzlement regarding recruitment and retention.

America's dominant culture has produced only one coherent educational theory, Progressivism. But the Progressivists had a magnificent dream. They dreamed of a system of schooling which would be organized on the most sophisticated model of the day, an urban one; standardized enough so that boys and girls anywhere in the United States would have approximately the same educational opportunities; localized enough to be congruent with the particular histories of different places; and above all, a common space where all could meet to learn from and appreciate the other. Much of the early efforts towards schools integration was motivated by that dream. In my view, it was one of the best this culture has had. But, integral to that dream, is an old faded weather map. I have been very dismayed, while reading the recent proposals for educational reform at how the old weather map is taken as a given, is the assumed reality. Those proposals, much like this Conference, echo the impulses and concerns of that Progressivist's dream, but educational sub-systems are not frozen in time, impervious to the total swirling configuration.

What do I see from the current map for the 1990's? One possibility I see is that of a highly varied, sharply differentiated, even fragmented arrangement of "schools" - the word system may not even apply - varied arrangements which grow out of the crystallizations of local situations and initiatives, of family and religious narratives, of dreams and aspirations had by individuals and communities. In this possible reading of the map, I find some basis for optimism, for education in general and minorities in particular. That optimism is tempered, however, by the distributions of power. State and local superintendents of public school systems, seeing their power erode, may reach for the TV switch and turn off this Weather Channel.

Donna M. Gollnick
Georgia State University

In predicting the future we need to be familiar with the demographics that predict the composition of classrooms in which our teacher candidates will be working over the next generation. Harold Hodginskon's data show that the number of minorities in the country is increasing. In the southeast and southwest United States minorities will be the majority by the end of the century.

Indiana, Ohio, Iowa, and other midwestern states have aging populations. Many of the teacher candidates prepared in these states will be forced to accept jobs in the growing population states of the southeast and southwest. That means that these students will be teaching minority populations in those states with whom they have little or no direct experiences. Therefore, it will be very important that today's teacher candidates know much more about the cultural diversity of students with whom they will work in the future. This study will be particularly essential to white students because most of them have not grown up in bicultural or multicultural environments.

Even though most educators view themselves as members of the middle class, the number of people who are able to maintain an ideal middle class standard of living is being reduced. Many teachers, especially if they are the only wage-earner in the family, will not be able to maintain the same standard of living as their parents. In addition, students are increasingly growing up in less well-off families than in the past. In teacher education, we will have to help teacher candidates, white and minorities, to understand the socioeconomic factors that will influence students and their families.

By early next decade, the minority population in schools is projected to be as high as 37%. However, the number of minority teachers is dropping drastically from twelve to five percent or less if current patterns continue. As teacher educators we must be concerned about the loss of minority teachers, and we must do more than talk.

Both the American Association of Colleges for Teacher Education (AACTE) and the National Council for Accreditation of Teacher Education (NCATE) have a number of policies, resolutions, and standards that call for cultural diversity. Because of the NCATE standards, teacher education institutions have been forced to focus on how to incorporate multicultural education into their programs. Although the implementation and commitment to multicultural education have not progressed as far as many of us had hoped, institutions have begun to discuss how cultural diversity should be addressed on their campuses. The new NCATE standards call clearly for culturally diverse faculty, culturally diverse student population, and multicultural education content in the curriculum.

NCATE's Unit Accreditation Board, which makes decisions about the accreditation of institutions, will emphasize those criteria as institutional cases

are reviewed. This action will cause institutions to respond with more adequate multicultural programs. When weaknesses in multicultural education are listed in the action letter that is the official action of NCATE, an institution must show how the weaknesses are being overcome in their annual report to NCATE. NCATE is a key in helping move the attention of teacher educators to those areas.

Another area of much concern is the revival of overt racism in this country with the help of the Reagan administration. We have to be concerned, and must become much more active as educators against such action. We can be leaders in that effort. We can not let our colleagues ignore what is happening. We have to point out when the actions of colleagues and teacher candidates are inappropriate. We can not wait for others to take action.

As educators we need to become much more active against racism and sexism. We need to confront these issues in our communities and on college campuses. We must pay attention to our own activities and what we do in our own classrooms.

Multicultural education should become more important in the future than it has been in the past. Those of us who write in this area need to rethink what we ought to be doing in teacher education and where and how that ought to be done. We need to make recommendations for methods courses, student teaching, field experiences, and prerequisites for teacher education. We must be more helpful to students in their choices of general studies courses so that they broaden their cultural perspectives beyond western Europe.

Attention to multicultural education and issues of institutional racism and sexism has to be a part of our teacher education programs because it is not being done effectively elsewhere. Today's students do not understand these issues and their impact on teaching. Students probably understand these issues less today than they did fifteen or twenty years ago when society was struggling openly with them.

We need to look at issues of both sexism and racism together rather than separately so that we can work on overcoming both together and not be divided. We need to ensure that teacher education students work effectively with minority students.

Finally, institutions that are committed to being culturally diverse can do something about recruitment and retention of minority students in their pro-

grams. Money has to be made available to support these activities. We can make sure that students receive scholarships and that work-study opportunities are available. We need to recruit students into teacher education prior to the sophomore year of college. Perhaps we can no longer leave recruitment to teaching up to the college recruitment office. We can, and must, develop instructional strategies to ensure that minority students are able to pass standardized examinations at the same rates as white students. Many innovative steps will be needed to overcome the drastic drop in the number of minorities entering teaching. Together we can prepare a better qualified and culturally diverse teaching population.

C. Comparison of Teacher Education Programs in Traditionally Black and White Institutions

Moderator: Mary Levi Smith, Kentucky State University

Prior to desegregation, in many states black college students attended only traditionally black institutions of higher education; however, after the 1954 Supreme Court decision in Brown vs. Board of Education which declared racial segregation in public education illegal, black students began to apply to traditionally white institutions.

For many black students, enrollment in traditionally white institutions results in feelings of isolation according to Jacqueline Fleming in her book on Blacks in College. Many drop by the wayside. Those who persist may be considered to possess special skills and talents.

The papers which follow examine several factors related to black students enrolled in teacher education programs at both traditionally black and white institutions. Factors examined include enrollment, student performance on certification examinations, funding and program improvement.

Jennifer Friday
Southern Regional Education Board

The Southern Regional Education Board is in its second decade of providing assistance to historically black colleges and universities and in planning and developing programs to improve their overall effectiveness in preparing black students to meet the needs of a rapidly changing south. Much

of the work that we have done with these institutions has been geared primarily to the departments or schools of education those institutions and specifically to teacher education programs.

Historically, black institutions have been the main supplier of black teachers. The 100-plus institutions have historically trained more than 50% of all the black teachers in the U.S. Of this number, the majority were educated in the south where most of the historically black institutions are located.

A third of all the teachers in the country, both black and white, come from colleges in the south, while two-thirds of all the black teachers in the country come from colleges in the south. The teacher production in historically black colleges is now steadily declining and as a result the number of black teachers in our school systems has decreased dramatically. In 1974, 12.5% of the teachers in public school systems were black. The 1983 data indicated that minorities, not just blacks, but all minorities made up 11.9% of the teaching force. The 1986 NEA figures show that 6.9% of public school teachers are black and 3.4% fall in other minority groups. The projected figure for 1990 is five percent. It is important to note that this occurred during a period when black and hispanic undergraduate enrollment increased by eleven percent nationally. The reasons for this decline are numerous. Chief among them is the notion of access. Until recently, blacks have had limited opportunities in fields other than education. Once the other fields opened up, a large number of the better qualified students began pursuing other occupations that promise greater financial rewards, career opportunities and better working conditions. Many believe that these students are reluctant to enter the teaching profession because of the declining status of the profession, low salaries, and a discouraging work place. Another major reason for this decline, one which has created quite a bit of discussion and arguments pro and con, is the whole area of competency testing of teachers. Whether it is used as an entrance requirement to teacher education programs, to enter the profession, or to maintain certification as a teacher has caused quite a national furor. Over half of the states in the country now require some kind of testing of teachers. In these states, blacks tend to fail at a disproportionately higher rate than whites. It is estimated that blacks fail at rates three times their white counterparts. This has created other problems as a simple reduction of the number of blacks allowed to enter the profession. Many schools and departments of education in histori-

cally black institutions may now lose their accreditation because of the failure to meet recent state mandates requiring a prescribed percentage of graduates that passed various competency tests.

In its continuing efforts to assist in the development and recruitment of teacher education programs in historically black colleges and universities, the SREB distributed a questionnaire to over a hundred historically black institutions that have teacher education programs. The purpose was to determine the extent to which new teacher education and certification standards have affected teacher education programs in those institutions. We were interested not only in gathering data regarding enrollment and graduation standards, but also in gaining information on the action these institutions have taken to help their students meet the challenges increased standards have imposed. Fifty surveys were returned. The questionnaire was broken down into three major categories. We were interested in the program itself, what kind of enrollment data they had and where they were over a five-year period - the last five years. We were also interested in certain certification and licensing information as well as policy and funding issues.

Needless to say, not all the questionnaires provided all the information in some categories. In some states teacher certification and licensing information was irrelevant because no such requirements existed at that point in time. Of the 50 institutions with usable questionnaires, 23 identified themselves as public and 27 were private - an almost even balance. The full-time undergraduate enrollment in the teacher education programs ranged anywhere from one student to 800 students. Four schools indicated enrollment of less than fifteen, and twelve had more than 300 students in their undergraduate programs. Of these schools all but five indicated enrollment and graduation declines. The average enrollment decline in these institutions was 60% over a five year period (from 1981 to 1986), and a 30% decline in the number of graduates.

Certification follows a similar pattern. Four institutions indicated an increase in the number of students who are actually taking states' certification tests. Those increases ranged from a modest thirteen percent to 111% in one school. Those who indicated declines averaged about 60% with one school reporting a 94% decline. The pass rate of the students who are taking the certification test averaged 25% over the past five years. Very dramatic increases, however, occurred in a number of cases. There was a seventy

percent rate, for example, at Xavier and Grambling and a forty percent rate at Bethune-Cookman. These dramatic increases occurred at institutions who have taken on the task of doing something about their program. These Schools are actively involved in new program development in their teacher education programs. Despite efforts, however, the average pass rate of reported institutions during the 1985-86 school year was 49% at all the other institutions. This is significantly below the 70% pass rate required by the majority of the SREB states to maintain institutional accreditation and funding for state schools. So these institutions, in other words, have a long way to go to improve their programs and the way things are looking now, they may be losing their programs before they get the opportunity to improve them.

So while there is some improvement, it is a slow process and most of these schools are just getting started. Very few of the institutions reported doing any active planning or implementing of anything in their teacher education department before 1978. Many of the states and institutions require all or part of NTE as a test for entrance into the program for the profession. Several states have also developed their own state tests that are now required. And, most of these have been instituted in the last three to five years.

In all, over seventy different tests were being used to assess students from the time they entered the program to the time they entered the profession. There were 50 schools that reported that 70 different tests were used. Granted there were some, maybe ten or fifteen that utilize the NTE in various combinations, whether it is Core I or II or both. We get 70 different measures used and that will give you some idea of the confusion that exists in the whole area of assessment in teacher education. Many institutions reported that the requirements that the states had imposed are causing very little problem. My response to that is either we have buried our heads in the sand, or something else is occurring. However, for those who indicated that their new requirements are creating some problems, the problems they indicated that were occurring as a result of the new requirements were declining enrollment and the number of graduates, as well as a decline in funding and financial support. As more states develop new and more stringent requirements, and as implementations begin to take effect, it is believed that more historically black institutions will feel the pressures and declines that some of these schools reported.

With so many negatives - some institutions have actually started to take a serious look at their teacher education programs. The most important actions these institutions are taking are primarily in revising courses and curriculum, instituting student development workshops in test-taking skills as well as faculty development workshops. Many of these institutions who have taken some action to improve their teacher education plan involved administration, faculty, students, and alumni. Too many indicated, however, that the college president was not involved in the process. This is unfortunate since a number of the recommendations that have been made not only by SREB and other educational organizations that suggested commitment for teacher education programs must come from the top. Presidents and chancellors must be involved in any action from the planning to the implementation phase until the desire effect is achieved. Planning should also involve appropriate methods for evaluation. Too many of the programs are developing plans but have abIsolutely no way of measuring whether or not they are effective. With regard to funding, virtually all of these institutions were funded through the normal channels. Several had some Title III or other departmental money. We had four institutions who reported special funds earmaked through their state to assist in increasing the pass rates of students on certification tests. Each of these who reported special funds indicated an increase from five to fifty percent above the normal operating budget. Three indicated that special state incentives that did not necessarily include funding were being developed or had been developed in these states.

The SREB is currently wrapping up a project funded by the Department of Education's Fund for the Improvement of Post-Secondary Education to assist select historically black institutions in improving their teacher education programs. The project which ends in August was designed to assist the faculty of the historically black colleges to develop, implement, and execute activities in curriculum development, student assessment, and student development - all with emphasis on strengthening student skills in managing analytical and reasoning test items, as well as in reading and writing.

Ivan W. Banks
University of
Kentucky

The present discourse is based on responses to the same questionnaire used by Ms. Jennifer Friday in her survey of historically black colleges and universities. These responses, however, were made by academic officers from twenty predominantly white institutions, randomly selected from a national sample of colleges and universities with teacher education programs. The twenty institutions are located in eighteen different states, from all regions of the country. The report will follow the design of the instrument developed to collect data on enrollment patterns and trends, certification and licensing, and program revisions/developments.

ENROLLMENT PATTERNS AND TRENDS

In general, the twenty institutions reported moderate growth in undergraduate teacher education programs. The most dramatic growth experienced over the past five years has occurred in graduate programs of education. For example, the means for the junior class enrollment grew from 302.7 in the school year 1981-82 to 341.2 for 1985-86. The means for senior class enrollments increased from 398.9 to 444.0 over the same time period. For graduate programs, the means increased far more substantially; from 906 to 1,016.

Respondents were also asked to identify and rank major factors believed to be associated with growth at their respective schools within teacher training programs. It would appear, from the results, that most of the institutions have been involved in strenuous efforts to improve the image of the institutions, of the departments, and/or the public image of the teaching profession, as these three factors ranked one, two, and three. Efforts in these areas seemed to have involved extensive public relations work aimed at changing the public's opinion of the institution as a whole, education units, and the profession of teaching. Other factors cited include growth in the numbers of nontraditional students, followed by revised/strengthened curricula and courses, and increases in the number of majority students. Only five institutions mentioned that the availability of financial aid was a major factor or that the new, more rigorous standards lead to increased enrollments. Furthermore, only four reported significant increases in the minority populations on their campuses.

Three institutions reported declines in enrollment due mostly to higher salaries paid in other professions, general declines in the number of majority students choosing teaching as a career, and a negative public image of the

teaching profession.

CERTIFICATION AND LICENSING INFORMATION

It is interesting to note that while researchers continue to document the lack of meaningful correlations between scores on standardized tests and teaching or academic performance, the use of such tests as screening devices has escalated at a rather alarming rate over the past five years. In this survey, nineteen of the twenty schools reported that standardized tests are used at critical points in the process students undergo to obtain full certification to teach.

Respondents were asked to indicate the number of students who took certification tests and the number who passed on the first attempt. They were also asked to list any entrance requirements for teacher education programs along with other special requirements made by the institution or the state. Only one of the institutions maintained records of certification tests results for the school year 1982-83 and 1983-84. At this school, 223 students took the certification test. Of those, 98.2% passed on the first attempt in the year 1982-83. For school year 1983-84, 339 took the test; 96.4% passed on first attempt. Four schools reported scores for school year 1984-85; the pass rate was 98.6%. For the most recent school year, 1985-86, five schools reported scores on this survey. The mean number of students sitting for the exams was 241 with 92.6 passing these exams on their first attempt.

These rather high pass rates at predominantly white schools are in sharp contrast to the results discussed by Ms. Friday in her survey of historically black colleges and universities. It seems obvious that passing standardized tests at white schools is not a serious problem, as all pass rates reported exceed 90 percent.

The certification tests just described, refer to those required after completing a program of study. Respondents were also asked to describe any special requirements for entering or exiting teacher education programs. In terms of entrance requirements, student grade point average continues to be the most frequently used criteria established by the institution. In addition to grade point averages, nationally normed tests are required by the state at eight of the schools and by the institution at eleven others. These "entrance exams" are most frequently standardized achievement test, similar to the

California Test of Achievement. As mentioned previously, nineteen of the twenty schools in this survey require students to pass standardized tests and these tests are either mandated by the state or required by the institutions themselves.

Asked to list special exit requirements, eight of the twenty schools reported that the passing of national tests was required to exit the teacher education programs. Three others used state developed tests, while five used locally or institutionally developed tests as exit exams. All total, sixteen of the twenty cited the use of tests as exit requirements for teacher education programs. Recall as well, that respondents were asked to list other tests or special requirements to become "fully certified." Indeed, teacher candidates must make passing scores on national or stated-developed tests for at least seventeen of the twenty institutions reporting; an internship is required for full certification in six of the states; and, completion of a beginning teacher program in five others.

Asked about special problems created by requirements listed, only three institutions had responses. The most frequently cited by the three schools involved a decrease in funding as a result of poor test scores. These same schools also believe they have suffered from a negative public image of teaching as a profession, and a decline in the number of graduates to qualify for full certification.

PROGRAM REVISIONS AND DEVELOPMENTS

The results obtained in this portion of the survey reveal that colleges, schools and departments of education have been busy making a variety of in-house changes intended to improve the preparation of students for the teaching profession, ensure adequate pass rates on required tests and/or to prepare students for internship and beginning teacher programs. Respondents were asked to indicate specific changes that were made along with persons involved in the planning and implementation of changes. The most frequently cited changes involved revisions of curricula and revision of specific courses. These factors were followed by improved advisement systems and faculty development. Ten of the institutions reported vigorous efforts to recruit better academically prepared students. In terms of principal participants involved in change efforts, seventeen out of twenty of the institutions cited participation mainly by

the education faculty in both the planning and implementation of changes. In most cases, the president was not involved in the processes. Seven institutions involved non-education faculty in the planning process and nine others involved non-education faculty in both planning and implementation. Half of the schools included alumni. Leadership for change efforts came most frequently from the deans of the colleges in both planning and implementation.

Respondents were also asked to identify or list outcome measures used to assess the effectiveness of changes that were made. Most frequently, institutions reported assessments based mostly on feedback from employing school districts followed by feedback from graduates. These factors were followed by improved test scores at nine of the twenty schools and improved student teaching experiences at twelve of the twenty institutions. Furthermore, two institutions noted that state approval for programs was contingent upon pass rates of students on certification tests.

Finally, respondents were asked to comment on any special funding received to support or improve teacher education and they were asked if any special incentives were, to their knowledge, provided to black colleges in their states to improve teacher education. Of the twenty schools, only five reported that they received special funding for teacher education programs. No institution reported receiving specifically ear-marked funds to increase the pass rate of students on certification tests. In terms of special incentives to black colleges and universities, one respondent indicated that such funding was provided, fourteen said that no special funding was provided, while three others indicated that they did not know.

It was learned from this survey, that increases in enrollments over the past five years were largely due to increases in the number of graduate students and in the number of nontraditional students. The use of standardized tests at critical points in the process of becoming a teacher has escalated, but poses no special problem for most of the institutions. Further, teacher educators have worked hard to change the negative images of teaching as a profession as well as the negative images students hold about teacher education programs and colleges as a whole. The planning and implementation of changes have been the responsibility of education faculties and have primarily involved changes in curricula and courses, with leadership coming from college deans.

Institutions in this survey rely heavily on feedback from employing school districts and teacher education graduates to assess the effectiveness of the changes implemented. Finally, while the public has shown disdain for the condition of education in American schools, special funding to improve teacher education at predominantly white institutions generally has not been forthcoming; and, special incentives to help black colleges and universities "catch up" have not been provided.

Emanuel J. Mason
University of Kentucky

I took a somewhat different approach to the comparison of the traditionally black to the traditionally white institution. My approach was to consider how the institutions and their programs might appear to minority students. While I have not done any scientific studies of these issues, many of the minority students with whom I have worked over the years at the University of Kentucky and elsewhere have articulated their experience and views in such clear, and uniform terms, it is possible for me to generalize from their comments. These generalizations can help to differentiate the situations encountered by students at traditionally white (twi) and traditionally black institutions (tbi).

Minority students often perceive major barriers to their opportunities for any kind of higher education. The first set of barriers involve psychological, economic, and educational factors. If the student can overcome these and enter a college program, he or she usually will encounter a new set of social, economic, educational, and psychological barriers to completion of the college program. Each of these factors must be understood in terms of how the student perceives them. In fact, the student's perception of them might determine whether or not the student elects to initially seek and then to remain in higher education.

For those of us who have not experienced a life in which few of the people we know or encounter have completed high school, let alone attended college, it may be difficult to imagine the tremendous drag this kind of environment can be on a student's aspirations for education. Lack of educated models can foster an attitude which forms the basis for a safe rationalization for avoiding the challenges presented by higher education. Potential students have said things like the following to me with shocking regularity: "People like

us do not go to college.", Colleges don't want people like me.", "My parents did not go to college and they did o.k.", and "I know enough and can earn a living without more learning.", etc.). This kind of deflated aspiration and perceived lack of need for education reflects a learned helplessness, a sense of inadequacy of self, and a safe rationalization which must be overcome whether a student will attend a traditionally white or black institution.

Another perceived barrier for students contemplating either a tbi or a twi is economic. A college education is expensive. It is difficult for a youngster, seventeen years old (who may be from a poor family) to understand how to pay for an education. Financial aid officers can talk to them about grants, loans, payback plans, cooperative plans, "financial aid packages", etc., but these potential students know little of leveraging, financing, and complicated repayment schemes. They do know that amounts like $20,000 to $60,000 which can represent the total cost of a four year college education is more money than anyone they know has ever seen. These are the kinds of figures one only hears about on TV or in the movies, and often they are given in reference to some crime or shady dealings. Further, these students or their parents may not know anyone who does understand financing these amounts from among their immediate circle of friends and family. In addition, potential students may be aware of their limited earning power while in a college program, and balance this against a very real need to work to help support the family. Under such circumstances, even the low tuition rates at public institutions can seem an insurmountable barrier. To compound the problem, if they are interested in a teaching career, the low salary rates they can anticipate when they graduate render a career in teaching to seem not worth the costs. Again, this kind of problem exists in some degree whether the student is considering a twi or a tbi.

If the student can overcome the perceived barriers to going to college and decides to apply, a whole new set of perceived barriers must be faced. First, the importance of how the student perceives the application procedure should not be minimized. The myriad of complicated forms to be completed (especially the ones for financial aid), admission tests and the SAT or ACT, all can help to dampen a potential student's enthusiasm. College entry requirements, application costs, admissions tests, etc. will be, or have been, discussed elsewhere in these proceedings. Therefore, I will move on to how the

student perceives the experience of getting through a twi or tbi once he or she is accepted.

A minority student whose whole life has been lived among his or her minority, will find a twi campus a unique experience. For example, on the campus of a twi that is 10% black, a black student will see nine whites before he or she sees one other black student! For other minority groups represented on the same campus, the ratio may be even more discouraging to the student. Implicit in the scarcity of minority peers, the student begins to surmise unflattering reasons for why there are so few minorities. For example, the professors are hostile to minorities, the institution has some secret **de facto** policy to discriminate against minorities, etc. Although these ideas may have some basis in present or historical fact, many times they are only rationalizations for the rejection, hostility, or loneliness the student feels on campus. The black student on a tbi campus is rarely faced with this source of concern.

A black or other minority student at such a twi, may feel conspicuous in class. Such a student may be too sensitive to spontaneously enter friendships with fellow students, participate in class discussions, or to join clubs. Public places like the cafeterias and physical education facilities may present perceived challenges because everyone appears "to know each other". Everyone seems friendly and relaxed with each other, and they look as if they have much in common (translation: they are all white). In comparison, the black student who attends a tbi, does not feel he or she stands out in a classroom, the library or elsewhere on campus. More of the professors are from minority groups. Further, there is less reason for a student to try to rationalize a case that the institution has policies designed to discriminate or work against the success of the minority student because so many minority students attend the school and are successful in their studies. The affiliation problems are reduced because the black students predominate.

In short, many minority students perceive the twi campus to be a more hostile place than they would the tbi campus, even when clubs, programs, social events, cultural centers, sororities and fraternities, etc. exist expressly for the minority student. On a campus that is five to ten percent minority, these facilities and services just may not be evident enough to some students particularly freshmen who are new to the campus. Further, faculty who do not recognize the social and cultural isolation on the twi campus can contribute to

the sense of frustration and alienation experienced by the minority student.

It would seem that both twi and tbi colleges of education face similar difficulties in recruiting minority students for teacher education programs. However, the teacher education programs at predominately white institutions face a tougher job in keeping the minority students they recruit, at least partly because of the way minority students may perceive the twi. While there are no simple formulas for dealing with these issues, many suggestions for alleviating these problems can be found once the difficulties the student is perceiving are recognized. For example, if students perceive passing entry or certification tests as a problem, tutoring provided by the institution will provide an implicit message to the student that the institution believes he or she can pass the exam, and is committed enough to help the student try. Further, if minority services and programs are difficult for the new student to find on campus, a minority welcoming committee and orientation in the first days of school might help to alleviate the problem.

In summary, it would seem that early in planning of a program for minority recruitment and retention in higher education, efforts should be made to understand the situation as the student sees it. Further, many of the same concerns exist for the student who attends the tbi or twi until the student arrives on campus. The twi may present a more hostile environment as perceived by the new minority student.

D. Profiles of Existing Programs

Moderator: John T. Smith, Lexington, KY

Rita Greer
Jefferson County Schools
and the
University of Louisville

The Minority Teacher Recruitment Project is a collaborative effort of the Jefferson County Schools and the University of Louisville in conjunction with our Gheen's Professional Academy. Our project was designed to address the problem of recruitment and retention of minority teachers. I work for the school system but I am on loan to the university for this project.

Our problem was to increase the number and percentage of min

ority teachers to more nearly reflect the minority student population of Jefferson County's school district. The district's minority student population is currently 29 percent, while the minority teaching force is less than fifteen percent. This condition exists in a time when teachers are leaving the field through retirements or other reasons, and shortages in certain areas, such as math and science for example, are expected to grow into general teacher shortages over the next few years. Further, as minority enrollments in public schools increase, minority students are not choosing teaching as a career option. More significantly, the availability of other career opportunities for women and minorities, and increased academic requirements for teacher education programs are presenting barriers to minority recruitment.

Jefferson County and the University of Louisville collected data that supports this claim. For example, in the 1960s, more than half of the black college graduates entered teaching. Today, only ten to fifteen percent enter the field. Kentucky's public higher education institutions produce most of the state's teachers, but currently have only about 30 black students who are seniors in teacher education programs. Jefferson County has made a commitment to hire a significant number of black teachers, but the pool of available black teachers has declined from approximately 18 to 20 percent of all recruits twenty years ago, to approximately 7.8 percent presently. Currently, while the black student population has increased, and is expected to continue to increase to nearly 40 percent by 1992, our population of minority teachers is steadily declining.

The "Minority Teacher Recruitment Project" was instituted to address the short and the long term recruitment needs. It has two components. The first is the Post-High School Participant Program. Initially, we identified post-high school candidates who demonstrated aptitude and interest for a teaching profession. This pool of individuals was composed of persons who had been sidetracked from pursuing a career in teaching for a number of reasons, including lack of financial resources, the need for immediate employment, early marriage, and attractions to other professions or occupations. These persons were largely students who were attending the University of Louisville or Jefferson County Community College. They were teacher aides, or other employees of the district or non-professional employees of the University. Each candidate was surveyed by the project coordinator and by other members of the project team to determine his or her commitment to renewed efforts for teacher preparation

and to identify particular needs of the group. By renewed efforts and commitment, we mean whether the person is willing to make the effort to return to school to get teacher certification. Our responsibility was to insure that the candidates were able to understand the nature of the effort in terms of time, personal commitment, and money. Our project does not offer financial assistance as far as scholarships are concerned, but we do give help in locating some forms of financial aid.

From the data collected, the project staff developed a series of activities designed to maintain participant interest in and commitment to the profession. To provide a financial incentive, the school system reserved a portion of the teacher aid positions for project participants. Also, the system committed to hiring all of the participants who were qualified and could get immediate teacher certification as substitute teachers. In addition, Jefferson County public schools committed to exploring other avenues for developing creative employment opportunities for the group. For example, they provided evening employment for students who had to complete student teaching during the day. Further, Jefferson County schools pledged to give preferential consideration to project graduates for employment. Efforts to obtain jobs in areas related to teaching outside the school system, and to obtain grants and scholarships for participants have been intensified. Without the financial support and other services, many of the participants in this group would find it difficult, if not impossible, to remain in the project.

In terms of general support, we looked at three areas: personal development, pre-professional development, and career guidance. Personal development topics were explored in monthly Saturday morning workshops. Time management, self-awareness, dressing for success, stress management, and assertiveness training were among the topics included. In addition, walk-in sessions during the day made it possible for participants to discuss issues with university and school system personnel.

For pre-professional development, study skills, resume writing, interview skills, test taking skills, and effective communication skills were emphasized. In career guidance, issues specifically related to individual career choices, subject areas, grade level, etc., were covered. Further we discussed tests such as the NTE and the CTBS.

The second component of our program, the High School Teacher Mentor Program component, has been quite successful. I am especially proud of this program. Its purpose is to develop and maintain an interest in a teaching career

among high school students. This is the first year of full implementation. However, we began last year by asking high school students ten questions to determine their interests. Generally they told us that they were not interested in teaching. One of the reasons they gave was that the teachers they had were not really interested in teaching. Teachers were not showing pride in their profession, and the students perceived this. So, as part of our teacher recruitment program, we train teacher - mentors. We put them through a series of workshops and training sessions dealing with communication, image, and mentoring. We do not encourage teachers to tell the students, "You have to be a teacher," but rather to say "I would like to invite you to consider a teaching career." Thus, the invitation is extended to students, not only verbally, but by the behavior of the teachers.

In our high school teacher mentor program, we involved 21 high schools in Jefferson County. We have a total of 29 mentors. This year, so far, we identified 293 high school students who are interested in teaching as a career. As a matter of fact, this April we will have our first teacher mentor conference. To this point, our 21 high schools have each had their own plan. Whatever the mentor brought in terms of skills and interest, the kinds of educational environment at a particular school, what the principal would allow, etc. contributed to the design of the program at a specific school. We feel that in the short time that we have been in place, we are making a significant impact. Part of the program consists of nurturing potential teachers, talking about teacher education, taking potential teachers to lecture series at the university, and taking them on college tours. We also give them literature on the subject of teacher education, bring them in contact with teachers who are proud of being teachers, and provide them with opportunities to work with students at the junior and high school levels and as peer tutors.

We feel that it is important that we nurture, rather than dictate, and invite rather than coerce. I would like to leave you with a short anecdote to consider. One of our mentors said to a student, "Joey, do you know anyone who wants to be a teacher - any of your friends?" Joey said, "I want to be a teacher, Miss Harlan." Ms. Harlan said, "But you are in pre-engineering curriculum, and you are already tracked for pre-engineering." Joey replied, "Yes, the pre-engineer-

ing representative came and asked me if I wanted to be an engineer. No one ever asked me if I wanted to be a teacher." What we are about is asking and inviting. We feel that we are heading for success.

John Norton
South Carolina
Center for Teacher
Recruitment

What I want to talk to you about today is not a quick fix, or the solution to all your problems. It is one element of a statewide effort in South Carolina to address the kinds of issues we are talking about today.

The South Carolina Center for Teacher Recruitment is a state supported effort by a coalition of public school, college and government leaders who recognize that if we are going to ensure a quality teaching force in the 1990's we have to go out and compete with business, industry, and the professions for qualified teacher candidates.

A task force called the South Carolina Education Recruitment Task Force oversees the center. It is composed of representatives from all 28 of our teacher education institutions in South Carolina. This task force also includes representatives from our state education agencies, from our public school associations, and we have members from the Legislature and private business.

The Center was created in January of 1986 using a grant from the South Carolina Commission on Higher Education. In the fiscal year 1986-87, we were included in the state budget as a regular line item appropriation. We have an annual appropriation now of about $250,000, and our budget for the fiscal year 1987-88 will increase to $360,000.

We use television and newspaper advertising, we use direct mail, and we use other methods to reach an audience of high school and college students and adults who might have an interest in teaching. We have a toll free hotline where counselors provide information about how to get into teaching, available teacher loans, teacher training scholarships, alternative teacher certification programs for science and math, and much more.

All of our marketing activity is research-based. We use both academic research and market research, which we carry out ourselves through focus group activities with high school students and others. The Center has a specific mandate from the legislature and the task force to recruit teachers from rural school districts and to help restore South Carolina's dwindling pool of minority teachers. The trend in South Carolina foreshadows Dr. Harold Hodgkinson's predictions for

the year 2000. In 1974, according to data gathered by our State Department in Education, 30.5 percent of the state's public school teachers were black and 38 percent of the student body was black. And by 1984 the student percentage rose to 42 percent while the share of minority teachers declined to 23.7 percent, a decline of one fourth. In South Carolina, we have very small Hispanic, Asian and Native American populations, so "minority" in our state generally translates as "black."

The Center has developed a series of projects aimed at improving the minority teacher pool. In television advertising, our first advertisement in a statewide television campaign featured a black teacher in his 20's who remembers how he was called to his profession by an outstanding elementary teacher. And he says, "because a teacher opened up the world to me (he is talking to a few students around a computer), I can open it up to you. Teaching is reaching the next generation. There isn't a more important job in the world today." In our second TV ad, we feature the same teacher, who is having a conference with a white female teacher who is in her 30's. They are discussing the state teacher loan program and other incentives to enter the teaching profession. The white teacher tells the audience that "teaching gives my life meaning I can measure." The messages are based on our research into the kind of things that seem to work well with the populations we are targeting. We used these ads in a two week advertising flight in October, 1986. We buy the television time. We would take public service, but we find that if we just had public service, we would end up in fringe time, when most of the folks that we want are already in bed. During the first flight we handled about 1000 telephone calls. We had a second flight that began recently, which focused more on the youth and black TV markets, using the same first commercial that I told you about. We expect it to produce about 2000 phone calls.

We raised money to produce this second flight. We raised about $20,000 from corporations, and included another ten of our own money. The corporations are a bank, a power company and a large insurance company that sells a lot of insurance to teachers. We find that this is a good way to interest corporations in participating in our effort, where they may not be as willing to participate in some of our more substantive programs. They like having their logo appear in the television ads. We run direct mail campaigns each year. We conducted one in February where we mailed a direct mail package to 4000 top

scorers on the SAT, which is the admissions test we use in South Carolina. We try to attract their interest in the state teacher loan program. The direct mail appeal is based on research. We are doing another mailing right now, going out this coming week to all the minority students in our state who scored at least 830 on the SAT. We chose that cut-off because that is the one used by the state teacher loan program. In South Carolina, 1249 minority students fall into this category. The teacher loan program is really a scholarship program that only has to be paid back if you decline to teach in school, or you are unable to pass one of the screening tests.

We also sponsor a Rural Teacher Recruitment Conference where we work with our rural school administrators trying to improve their teacher recruitment practices. One of the things we did at this year's conference was to tape one of our high school student focus groups. We took fifteen students with a "B" average or better in a rural high school in a place called North, South Carolina (which is a confusing thing to talk about!). These were all bright kids, 60 percent were black, and none of them wanted to be teachers. They did not want to hear about being teachers. Their teachers never suggested that they be teachers. It was disarming, in a way, to watch them in a videotape. They were very innocent, very positive about things they did want to be... lawyers, doctors, and other kinds of things. Our focus group leader kept bringing them around to why they did not want to go into education. The basic message was "nobody ever asked me." We showed this to the school administrators, and you would not think that they would be shocked, but they were. They had very little awareness of what their own students were saying, or would say to us about a teaching career if you got them off to a room by themselves. We had to make tapes for everybody at the conference. They will use the tape in In-Service. It seems almost a primitive activity, but that is the kind of thing we are finding, and I am sure you are finding, that has to be done. The awareness of the problem is not there.

I want to quickly mention a couple of other things that we are doing. We publish a directory of teacher education graduates, which in our state none of the colleges do themselves. So we do it on a statewide basis. We have a special index for minority students in the directory, and this is widely used. It allows the students to be very selective in their selection of school and school district. We advertise in a minority publication, one in particular that is published in South Carolina, called the "Minority Recruiter." It goes in all the black newspapers in the

State, so we publish an ad in there that promotes various kinds of programs, like the teacher loan, and the State's critical needs certification program, which is a program that allows students holding degrees in math, science, and library science to begin teaching without traditional teacher preparation.

We have a partnership with Benedict College, a historically black institution in Columbia. We received funds from the General Assembly for programs Benedict is piloting. They are working specifically in trying to recruit minority students for rural school districts. In our state that is rather important because in the black belt portion of the state, most of our rural school districts are majority black. And those areas are rapidly losing black teachers. So, their focus is especially in that area and their pilot involves early identification on-site in the districts of young people who might be interested in teaching. They will sponsor a summer program, between the junior and senior years, to screen the students and identify some of their academic needs.

I hope this brief description of the Center's work has given you some idea of what we are doing in the area of minority recruitment.

Patricia Graham
Winthrop College
Rockhill, SC

"We cannot adequately prepare the coming generation if the least able students enter the (teaching) profession," Dr. Ernest Boyer argued in his 1983 book High School. "Teaching must become a top priority and gifted students must be recruited." Dr. Boyer proposed that "every high school establish a cadet teacher program" that would allow good students to "have opportunities to present information to classmates, tutor students needing special help, and meet with outstanding school and college teachers."

In South Carolina, Dr. Boyer's suggestion has sparked the development of a statewide program that is succeeding in attracting academically able students into teacher training. The South Carolina Teacher Cadet Program is sponsored and directed by the S.C. Center for Teacher Recruitment, a state-funded program established by a task force of teacher education institutions, public school associations, education agencies, legislative representatives and members of the business community.

The Center provides small grants to support a one or two-semester course which is offered daily during the school year for high school or college credit. The course is taught by outstanding high school teachers teamed with

faculty members from education colleges. In order to enroll in the program, a student must have achieved a 3.0 grade point average (on a 4-point scale), be in a college preparatory track, and be recommended by three teachers who believe the student has the potential to be a good teacher.

The program began in the 1985-86 school year as a pilot project at four South Carolina high schools working with four college partners. In 1986-87, the Center adopted the program and expanded it to 28 high school sites, supported by fifteen colleges and universities and serving about 400 honors students. In 1987-88, fifty-five high schools, nineteen colleges and 1,000 high school honors students will take part in the Teacher Cadet Program.

The Teacher Cadet Program provides an introduction or orientation to the teaching profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career.

Students are exposed to teaching careers and the education system through class discussions, observation and participation in public school classrooms, and interactions with successful administrators and teachers. An auxiliary goal of the program is to provide students with knowledge about the profession so they can be better informed citizens. The program's objectives include:

1. Providing students with the opportunity to view schools and the education process through the eyes of a provider rather than a consumer;
2. Acquainting students with a variety of education careers;
3. Studying the school as a learning environment and a social system;
4. Becoming aware of problem and innovations in education;
5. Giving students the opportunity to observe and assist in a variety of educational settings; e.g., preschool, elementary, middle, high school, vocational school;
6. Introducing students to the concepts and skills used by effective classroom teachers; i.e., observation, decision making, role playing, problem solving, planning, time management, counseling, etc.;
7. Providing closely supervised field experiences;
8. Examining agencies and groups that influence decision making and the governance of schools; i.e., state, local and federal governments, business, parents, teachers, students,etc.;

During the 1986-87 school year, with financial support from the Center for Teacher Recruitment, a curriculum was developed for the Teacher Cadet course by a college faculty partner and two high school teachers. This model curriculum,

which includes contributions from many Teacher Cadet teachers, allows the program to be exported to rural remote areas of South Carolina where constant college support is difficult or impossible to achieve.

During the first full year of the Teacher Cadet program (1986-87), the average Scholastic Aptitude Test (SAT) score of students enrolled in Teacher Cadet classes was in excess of 1000 (mathematics and verbal) - far above the average SAT of 826 for 1986. (The estimated SAT of students entering teacher education in South Carolina in 1986 was 775.) One-third of those enrolled were minority students and one-fourth were males. The Center estimates that minority enrollment will increase to about 40 percent in 1987-88, matching state wide minority enrollment in the public schools.

Among the 400 students who took part in the Cadet program in 1986-87, 30 percent reported at the end of the year that they intend to become teachers. An additional 34 percent indicated that they were "undecided" about a teaching career but were considering it. Among the 30 percent who said they planned to teach, the average combined SAT score was 955.

The Center continues to collect data on all students in the program, including pre- and post-course career goals information. The complete results of the first full year of data will be available for presentation by September 1987. The Center will follow Teacher Cadet graduates into college in a longitudinal study to determine career choice.

Research by the South Carolina Center for Teacher Recruitment (Sundstrom, 1987) and by others (Berry, 1984; Darling-Hammond,1984; Mangieri & Kemper, 1984; Sedlak & Schlossman,1986) suggests that intellectually superior students will not be attracted to teaching through brief or casual contacts such as teacher clubs, career days, advertising and direct mail appeals. Bright students of all types (men, women, and minorities) are receiving many negative messages about teaching from peers, parents and teachers. Despite these negative pressures, the Cadet program experience indicates that above-average students can be attracted to teaching through an immersion program that permits a long-term intense look at the rewards of the profession. Time management, self-awareness, dressing for success, stress management, and assertiveness training were among the topics included.

E. Recruitment/Marketing Strategies for Minorities in Teacher Education

Moderator: Renee Aniton, Kentucky Education Association

Kendell Rice
University of Kentucky

Toward the goal of attracting more students into teacher education, I would like to present some appropriate information about marketing strategies for teacher education.

To many people, marketing means hard selling and manipulation. This image of marketing comes from its most visible expression - the selling of consumer packaged goods. When we watch television or read magazines, we see commercials and think that marketing is always hard sell. Many years ago, a company would manufacture a product, hire a sales force, and evaluate the sales personnel based on how many units of the product were sold. Finally, more astute manufacturers began producing goods that did not require hard selling because the product sold itself. If we figure out what people really want, then there will be a natural market for the product and selling would become simple. In fact, the sales staff would be taking orders rather than selling. So, marketing and sales are opposites in some ways. A good job of marketing can make hard selling unnecessary.

Marketing calls upon the provider to do a good job of studying the buyer's needs, perceptions, motivations, and preferences. Attempting to convince a person to want something you offer that they really do not want is unethical manipulation. Instead of setting out to change people's desires, you respond to the desires they already have. That is what modern marketing is about. If you are able to offer something that has attractive benefits to another person, then that person will freely and eagerly decide to transact business with you.

If the term **marketing** is of questionable value at your institution, do not use it. The terms "recruitment" or "program promotion" serve just as well. But for this presentation, I shall continue to use the term marketing and apply its principles toward increasing the number of minority students entering teacher education. Much of this presentation has been taken from the ideas of Philip Kotler (Harper, 1986; Kotler &Fox, 1985) who has written extensively on marketing for nonprofit organizations.

According to Philip Kotler, a marketing effort involves seven steps.

1. SET MARKETING GOALS

Planning marketing and enrollment goals are not as easy as one might

initially believe. Faculty and administration are often quick to agree that enrollment must either be stabilized or increased, and to make the related request that quality be improved and racial, ethnic, and class diversity be expanded. It is too often presumed that these objectives can be attained without and change in the distribution of enrollments across the institution or within a college or that any real increase is needed in the financial aid budget. Each of these variables - enrollment, quality, diversity, and student aid - must be viewed as interdependent and issues of change in any factor will, in fact, require some changes elsewhere. The teacher education department must have realistic enrollment goals and plan implementation strategies accordingly.

2. **IDENTIFY PUBLICS OR GROUPS TO WHOM YOU WILL APPEAL**

Even though our primary concern in this meeting is to identify and attract prospective students to enter teacher education as a profession, there are other publics which must be considered when developing a marketing plan. Actually, the teacher education department is serving current students, faculty, the Administration, donors, alumni, mass media, government agencies, prospective employees and perhaps others. When planning takes place, you must ask each group: "What do you need and want from the teacher education department?" "What can we offer in exchange in order to build a long-lasting and satisfying relationship? Each public may require a marketing plan.

3. **RESEARCH PROSPECTIVE STUDENT NEEDS AND PREFERENCES**

You will need to conduct some marketing research to find out methodically what various groups of prospective students think and know about your product or service. Consider some of these questions:

A. Where will you find candidates for the teacher education program?

B. Considering the demographics of your state and the location of your institution, are you planning to concentrate your marketing efforts on the traditional age students?

C. Will promotion efforts be concentrated on attracting high school students entering college for the first time?

D. What about currently enrolled students, either undecided in a major or committed to a specific discipline appropriate for teaching K through 12?

E. Are Community College transfer students a potential market?

F. What about adults who are not currently attending college, with or without a degree, working or unemployed?

4. DEVELOP PRODUCT OR SERVICE

Product or service development in college marketing means designing attractive curricula that help build enrollments. I recommend that you review the curriculum requirements for teacher education at your institution and consider whether all requirements are absolutely necessary. Perhaps you might want to refresh and re-launch an existing teacher education product that might not be working well. New or modified programs, better defined standards of performance, a greater array of support services, and a growing student perception that the faculty and staff do care - all of these factors can help improve the level of student satisfaction and redefine the image of the department. In other words, identify any weaknesses of your product, both from the side of preparing teachers and potential students' perceptions of the program. Then take steps to revitalize the learning process.

5. PLAN DISTRIBUTION

Plan where classes will be located and what time they should be offered. Do you have evening or day classes? Do you offer classes on the weekends? Do you offer classes off campus, in a nearby city, over educational television, by correspondence, etc.?

6. PLAN PROMOTION

Promotion enters into the picture with college publications, advertising and public relations programs. In developing a strategic promotion plan, you must answer the following question: "How can we optimize recruitment efforts to penetrate the largest possible markets in the most efficient and personalized way?" Of course, you will plan to concentrate most of your effort in your primary markets where you will achieve your highest yield of enrolled students.

Who will be doing program promotion? Staffing and budget limitations frequently determine recruitment plans. There are more persons available to help than one might think. Besides the coordinator of the marketing group, you have departmental staff, faculty, and volunteers such as enrolled students, alumni and other concerned community leaders.

Each department must adopt the strategies that it can best implement at a given time. Some strategies, you will learn, yield greater results than other. Here

are 10 practical recruitment suggestions to begin your initial planning:

A. At first focus upon a primary market within 30 miles from your campus. At a later time, you may want to expand your area to a maximum of 300 miles from your institution.

B. Develop an early contact program to increase program visibility by currently enrolled and prospective students.

C. Develop a data base which includes the names and addresses of potential students.

D. Use direct mail as frequently as necessary to stimulate additional demand.

E. Develop an alumni admissions program in five to ten towns or cities.

F. Identify and visit selected high school and community organizations where a recognized interest in teacher education exists.

G. Develop on-campus programs and events for both currently enrolled students and prospective students.

H. Use enrolled students and alumni to contact prospective students locally after they have indicated an interest in the program.

I. Visit the homes of talented prospects to talk with the student about the benefits of your program.

J. Visit selected high schools and community colleges to talk with prospective students.

I would like to cite two visitation programs that I believe have merit and will continue to be effective:

A. "Campaign - Future Teachers" has developed in San Diego as an effort to generate enthusiasm for the teaching profession by sharing its intrinsic rewards with students on a personal level. 75 highly motivated and involved teachers were selected to participate in the campaign. Bringing a strong commitment to education and zest for the profession, the teachers visit high schools and community colleges and universities to talk with groups of students about the teaching profession.

B. In Virginia, the Council on Higher Education developed and funded a program entitled "Recruiting Minority Teacher Education Students." Targeting minority students in Virginia's community colleges, Virginia Commonwealth University faculty members from the College of Education visit community colleges and recruit minority students to transfer and prepare for a career in teaching. The faculty members serve as mentors during the initial transfer stage and act as the student's academic advisor during the remaining two or

three years at the University.

7. ESTABLISH PRICING

Pricing - tuition, financial aid, and scholarships - is an integral part of college administration. Scholarship programs have been the cornerstone of minority recruitment efforts at most colleges and universities. Scholarship programs address perhaps the major difficulty confronting minority students: financing undergraduate education and a prolonged period of graduate studies.

In conclusion it must be agreed that there are no simplistic answers. Teacher Education Departments and professional teacher organizations have a CREATIVE OPPORTUNITY. Marketing educational services is an exciting challenge where all activities must be evaluated for effectiveness, modified and applied again to the continuing recruitment cycle. I wish you the best in marketing your teacher education programs.

Charles Whitehead
Ashland Oil, Inc.

Good afternoon! It is a pleasure for me to be here and I want to talk to you about recruiting and marketing from a business perspective. I can see that I am one of the few from the business world that is here this afternoon, and I want to use Ashland Oil, Inc., as a case study.

I will take you back to when I started college. The teaching field was considered a safe profession for blacks and most of the black role models I had in my community were teachers. Even my father felt that for a black person, teaching was a safe profession and because of racism it was pure folly to pursue a degree in accounting or business. I find it ironic that today we are here to discuss ways of increasing the pool of qualified minority teachers.

In 1967, I started recruiting for Ashland Oil, Inc. In those days I recruited mostly at historically black colleges and universities. We were not very successful in finding black students with the educational backgrounds we were seeking. This was a very frustrating experience, not only for me, but also for the administrations at some of the historically black colleges and universities who wanted to see more of their students hired in what was considered as non-traditional jobs for blacks at that time.

Since we could not find the minority students with the backgrounds we were seeking, Ashland Oil, Inc. started its "Minority College Assistance Program."

The objective of the original program was to increase the pool of minorities with degrees in disciplines that was needed by the Corporate such as engineering, chemistry, accounting and business administration. Ashland was determined to produce the minority candidates for employment that it had not found through its earlier recruiting efforts. Not only did this program provide assistance for students, but also for some of the colleges and universities by helping with the preparation of the students. Students were helped by receiving a scholarship consisting of fees, tuition and books, plus summer employment. The summer employment allows the student to earn monies for room and board in addition to other incidentals not covered by the scholarship. The colleges and universities were assisted by grants, equipment and other monies needed to upgrade certain departments.

Summer employment also allows the student the opportunity to test theory and to decide in many cases if they are in the right field or if changes in career objectives are needed. The students have an opportunity to decide if they want to come to work for us full time based on first hand knowledge. They also have an opportunity to become acquainted with our facilities, in addition, the communities in which they work.

A very important aspect of the program is that we get an opportunity to take a very good look and evaluate the students over a period of two to three years. This program also allowed us to look beyond a student's grades in determining whether we would offer full time employment. Even if the student chose not to come to work for Ashland Oil, Inc., we had increased the pool of minorities with degrees in non-traditional areas.

In addition, further study indicated that recruiting students from the local high school for the "Minority College Assistance Program" increased local awareness of the needs and improved the chances of attracting these students back to the area after graduating form college. It also gave career direction to some high school students who may not have considered one of the disciplines in which we were interested. In several cases, this approach was the motivating factor in several individuals going to college.

At the time this program was started, it was one of the more innovative approaches to attracting and recruiting minority professional employees. I am sure there are many more ideas and methods that need to be tried based on

specific needs. This is one approach which we believe still has merit in today's environment.

F. Retention Strategies

Moderator: Doris Weathers, University of Kentucky

James Banks
University of Wisconsin

Good afternoon. I am not in education per se. I have been working for the past five years in the Center for Health Sciences at the University of Wisconsin, in the School of Pharmacy, and in the School of Nursing. I would like to tell you of some of the things that I have been doing in student retention, particularly black student retention.

The letter "C" represents a big part of my own plan for recruiting and retaining minority students. It is the first letter in many of the elements of a good retention program. My list of C's must begin with community, colleges, and children. They are the givens with which we must work. Then we come to the C's of action which comprise a list of 20 things we must do for successful minority recruitment and retention. These actions are listed below:

1. Contact should be made with the school, students, and the parents.

2. Communication should be established with neighborhood groups, professional organizations, faculty and administration of the schools, and other relevant groups.

3. Casa, or housing, refers to whether the student will have an appropriate and affordable place to live. Has housing been reserved that is suitable?

4. Capitol, a most important consideration, includes financial aid, grants, scholarships, etc.. As Dr. Wilson said earlier, the declining amount of grant monies directly impacts on the presence of minority students in higher education.

5. Continuity, coalitions, civil rights - Does your curriculum or does your college actually have a curriculum that is specific to the needs of your students?

6. Control -Do you have control over the destiny of your students, or do you let chance determine whether they will succeed?

7. Commitment - Are you personally committed to the cause of helping minority students become teachers and is the administration committed to the cause of minorities in higher education?

8. Counseling - What does it take to counsel a student? We always look first at financial aid, but what about emotional stability. Often times students come to my office and say, "Mr. Banks, I have a problem." We shut the door and we talk. Counseling can involve familiar problems, like roommate problems, or problems with instructors. Effective counseling requires sensitivity to the needs of the students.

9. Classes (and accreditation) and/or credits - Do you recruit a student, send him or her to an advisor whom you may or may not know, and then not have control over the classes that the student is going to take? Are certain professors more sensitive to the needs of black or minority students than other professors? What mechanisms can you devise as educators to improve that continuity of advising, coursework, and student's needs?

10. Course work involves supportive services. Some students need remedial education. What kind of supportive services do you provide for potential teachers? Do you provide for meeting basic needs in math, science and English, or are there additional areas in which supportive services are needed? In the School of Nursing, we have provided tutoring in science, math, nursing, and various other subjects.

11. Curriculum - When I first started in the nursing school, I looked up the word "culture" and the dictionary said something like "material in a test tube or petrie dish." This is not a useful definition of culture for curriculum. The curriculum should provide for the multi-culturism of the students. Further, black faculty and administrators should be providing role models for the students. They should be accessible and be considered part of the curriculum.

12. Courtroom - How far are you willing to go to defend your students? Are you ready to understand that students are a precious commodity? Are you willing to help with their appeals for financial aid or housing? Do you give support when a student has the integrity and the perseverance to get through the program but is a tenth of a grade point below your college's entry criteria? Do you write letters of support? Can you discuss the history of blacks in education?

13. Corrections - Are you willing to recognize your own mistakes in a manner that does not jeopardize your position and credibility?

14. Chaos (from the student's perspective) - Can you provide the stability to help student from the adolescent years into adulthood?

15. Clinical internships and externships - Do you provide actual experience before the student is on his or her own in the school setting? Does the field experience contain some type of mechanism to instill the values of the profession in the student? The sooner those values are established, the more likely the chance for success for the student.

16. Campus indoctrination - understanding that most minorities come from traditional minority areas, how do you sensitize them to the atmosphere of the university? Are you willing to have lunch with them, have them to your house, or take them out to lunch? Does your position end at 4:30 Monday through Friday or are you willing to work in the evenings and on Saturday or receive phone calls until 11:00?

17. Consistency is one of the most important things in dealing with black students. Be certain you can provide what you promise and be ready to back it up. Once the trust factor is broken, problems like attrition are inevitable.

18. Career advice - Does the teacher preparation program provide enough flexibility so that a student who wishes to do so can work in fields other than education? Teaching skill is useful in a variety of arenas. Further, does your teacher education program provide the kind of advising that helps a student determine the kind of teaching they want to do?

19. Commencement. If all the other C's have been done correctly at your college, your minority students should reach commencement, and then,

20. Congratulations are in order for both you and your students!

Thank God for this conference. It reaffirms my commitment and my sanity to see other people interested in these issues. Thank you very much.

Paul D. Isaac
Ohio State University

About ten years ago, we began a program at Ohio State University to recruit minority students into graduate programs in Psychology (Isaac, 1984). Without going into detail, we rediscovered the fact that recruitment and retention were inseparable. Thus, although I have been asked to discuss retention, some of my comments will be related to both of these issues.

Why should one bother to get into the business of recruiting and retaining, and I might add, graduating minority students? Why bother with affirmative action? There are a variety of ways in which that question can be answered. In the case of our University, the President has put affirmative action as a top

priority. In the case of our department, the chairperson decided to implement and support an affirmative action program. Successful affirmative action programs require the support of administrators, and in many cases, they provide the impetus to begin.

Another kind of impetus can be brought by a professional accrediting organization. One of our graduate programs in Psychology was put on probation by its accrediting organization, in part because of the low number of minority graduate students enrolled. Probation provided a very powerful impetus to begin to address the issues of minority students. This is not a particularly ideological reason - but a practical one. From some perspectives, increasing minority representation for reasons of justice, underrepresentation, and so on, may be meaningful, but these are not always very compelling reasons. Being forced to do so by administrators or accrediting agencies may be more compelling.

Apart from administrative leadership or coercion by an accrediting agency, there are several points that I would like to raise concerning the question of "Why?" The first point is a variant on the theme that has already been mentioned several times today - the changing demographics of the nation. Most of the discussion has centered on the implication that before too long, we are going to have a 35-37% minority population. An alternative perspective is that currently the population is 38% white, non-Hispanic male. The projected increases in the minority population imply that 38% is an upper limit on the proportion of white males who will be available to fill professional positions (Vetter, 1987). Simply from the perspective of selfish national interest, it does not make sense to rely on a decreasing proportion of white males to supply the educated talent for the nation.

The second point is that a variety of decisions which have effects throughout the nation are made by people in centralized positions. Decisions are made about expenditures of money for education vs. defense systems. Decisions are made about the kind of research that will be funded, or published for that matter - in medicine, in education, in psychology. These have implications for the rest of the population, not just for the people who are actually doing the research or making the decisions. Robert Dottin, a black biologist at Johns Hopkins University, has suggested that decisions concerning the implementation of the Tuskegee Syphilis Study might well have been different had there been some black medical professionals in positions to make decisions about

research (Dottin, 1985). Similarly, the direction of research and theory in mental testing might have been different, if there had been black professionals in the position of making decisions about what is to be the content and usage of tests. So, in order to broaden the range of perspectives of people making decisions which have far reaching effects in society, it is important for Blacks, Hispanics and other minorities, as well as women, to have educational credentials which will enable them to compete for these decision-making positions.

A third point involves contributions to a discipline. It seems to me that the contributions that people make to any given field are dependent upon their own experiences, culture, and background, as well as on their formal education. In Psychology, theory and practice is heavily influenced by the White, Anglo-Saxon male tradition (Sue, 1983). If a field is to progress, it cannot help but benefit by having a broadened exposure to different kinds of culture and traditions.

There are a number of other answers to the question of "why?", but I will move on at this point to this issue of retention. I should note that in discussing retention, we must really refer to retention and graduation. In my department, we quickly discovered that recruitment and retention are very closely intertwined. Retention affects recruitment. For example, it is much easier to recruit if minority students are already enrolled and having good experiences. Furthermore, it is unfair to recruit students just to ensure a large enough first year class, and then to let them sink or swim on their own.

It is also true that recruitment affects retention. For example, most obviously if good students are recruited and enrolled, it is going to be easier for them to complete a degree program.

A brief comment on the caliber as an aside. Clearly, the students who are actually admitted to a graduate program are not the only ones who could succeed. They just happen to be the ones who the admission committee thought were the best that particular year. Applicants are typically ranked by some numerical criteria, including tests. A cut-off could succeed. Thus, decisions to eliminate blacks on the basis of lower test scores - because they "could not possibly compete" - are not clearly justified (Pruitt and Isaac, 1985).

Assuming the student is of the desired caliber, another issue is whether that student is the proper student for your program. If the program offerings differ from the student's interests, success in the program is less likely.

Several other issues are relevant to retention. One is financial aid. How will students be supported? At Ohio State, the Graduate School awards about

150 fellowships to minority students each year, with about 75% of these students actually enrolling. Departments commonly provide another year of support. Getting a commitment from administrators to provide internal money is important to retention efforts.

Another issue in retention is that of environment. A commonly reported problem for minority students is the issue of alienation, or isolation, when enrolling on a large campus where most students and faculty are white. Many things contribute to an environment hospitable to minority students. A few examples from the university level: Five years ago, the President of Ohio State University established the President's Affirmative Action Awards Program which parallels the teaching, research and service awards at the University, and each year five awards are made for affirmative action efforts. There is also an Affirmative Action Grant Competition for projects which are directed toward concerns of women and minorities. Currently, a Black Student Center is being built. At the level of an individual department, a number of retention efforts are possible. I direct you to an earlier paper for some examples. (Isaac, 1984).

A final issue I will mention is the programatic issue. Programatic issues have to do with, for example, curriculum. Are minority issues addressed in the curriculum? In Psychology, general principles vs. principles specific to particular groups are a source of debate (Sue, 1983). Thus, do we teach only general principles, or include issues specific to minority groups? These are principally department level issues, but they can enter into University-wide curriculum requirements. Programatic issues also involve research. Are graduate students permitted to do research which is specific to minority concerns?

This is a brief excursion through my thinking on the issue of retention. Many of my comments may be most relevant at the graduate level. My belief with respect recruitment or retention is that the key is persistence. Many strategies are likely to work if there is a commitment of time and resources. Thank you.

Annette Shakir
Bethune-Cookman College

Thank you. It is certainly a pleasure for me to be with you today to share with you what we are doing at Bethune-Cookman College through our Teacher Education Institute. The institute has been operating about seven or eight months. We were able to lobby, through the efforts of the Office of Governmental Affairs at Bethune-Cookman College, the Florida Legislature for $250,000. As a result, for the first time at Bethune-Cookman College we are

able to offer teacher education scholarships. This has really made a difference in attracting students into teacher education.

Let me give you a little background about Bethune-Cookman College. It is a predominately black private liberal arts institution located in Daytona Beach, Florida. We have five academic divisions, of which the Division of Education is one. Under this division is the Teacher Education Institute. In 1979, there were three major state board rules passed that had an impact on all of the teacher training insitutions in Florida. One was the state board rule which states that for admission into a state-approved teacher education program, students must score at or above the 40th percentile on a national examination (ACT or SAT). Another was the passing of the state board rule pertaining to the Florida Teacher Certification Examination (FTCE). An institution's graduates must pass the FTCE, at an 80% or above passing rate in each teacher education program in order to retain accreditation from the Florida State Department of Education. The third was the state board rule pertaining to the Beginning Teaching Program in which 90% of an institution's graduates must successfully complete in order for the institution to retain state accreditation status. This means that every institution must follow up and monitor their graduates.

At Bethune-Cookman College we are very pleased to have met all of these requirements, and we have maintained an 80% or above passing rate on the FTCE in all of our teacher education programs. Although at one time, we had a program, Spanish Education, placed on probation. In this program, we had one graduate who passed three parts of the Florida Teaching Certification Examination, but failed one part. Therefore, we had a 100% failing rate. Eventually the student passed, and now we have a 100% passing rate.

We took advantage of our passing rate, and lobbied for the Teacher Education Institute. We still wanted evidence that our programs were of high quality even though we maintained the State accreditation for the teacher education programs. We felt we were ready for NCATE, and we asked an NCATE team to come in to evaluate us to determine our eligibility for national accreditation. The NCATE visit indicated that we met all of the standards. Personally, I still wanted to be convinced of our quality by the students. Later, when I noticed that none of out students were saying that they were in teacher education because they had been advised out of another program, I was convinced. Students now come to teacher education <u>without</u> being <u>advised out</u> of other programs. Teacher Education is no longer the "dumping ground" for other programs, and people are now

recognizing what we are doing and know that we are serious.

With all this in mind, we developed a proposal. Someone said, "If you really had all the money that you wanted for your program, what would you do?" We wrote a proposal that had three components: recruitment, retention, and professional development. As one speaker said earlier, it is very hard to separate recruitment and retention. We submitted the proposal through the Office of Governmental Affairs to be lobbied to the Florida Legislature. Basically, we said to the Legislature that we had met all of the state's standards, we have been accredited by NCATE (we were the only predominantly black private institution in Florida accredited at that time by NCATE), and if we had this amount of money, we could develop a teacher education program which would be a model for institutions in terms of strategies for recruiting, retaining, and developing teacher education majors, especially for preparing future black teachers. Fortunately, the Florida Legislature did fund our particular project. We are now in the process of lobbying for refunding. Today, I have been asked to share the retention strategies that we have implemented.

Under retention, I have grouped all of our activities into three categories: expectations, advising, and professional involvement. Incidentally, I would venture to say that at most predominantly black institutions there is a variety of strategies used to recruit and retain students. However, we do not publish enough in this area. In the area of expectations, most of our students are first generation college students. We work with our students on changing their attitudes and maybe even value clarification through workshops and seminars. For example, the testing issue has both positive and negative implications for us. The positive thing is that it forced us to look at what we were doing and to revise our curriculum by putting into place quality indicators for our teacher education programs. On the other hand, our students read in the paper, saw on television, and heard from many sources that they could not pass a test, many suffered from negative self-concepts and a lack of positive outlook pertaining to teaching. Even those that we would consider "high academic achievers", were embarrassed to be associated with teacher education because of all the negative publicity. This is one of the first things our institution is doing; changing the negative image of teaching. We wanted to create an "atmosphere for learning" and also improve the academic climate of our teacher education programs. We also help students to clarify unrealistic goals regarding ambitions and abilities.

This is in the area of value clarifications. We constantly inform students that we have high expectations of them. There are many other activities that we are doing to help students make realistic decisions and to improve their attitudes.

The next component is advising. We have developed in the Teacher Education Institute a team-approach toward advising. This is in addition to the Institution's advising system. Each teacher education major is assigned to a team of three advisors. One is from the Education Department, one is from the Psychology Department which we call the student's mentor, and one is from the student's area of specialty. These three persons work with the student and are available for counseling (to help students make decisions, to identify personal, social or academic problems and assist in solving problems). We also help students utilize the existing services that students, for one reason or another, are not using. The team of advisors helps the students to find and use existing services available at the institution. By the way, there is a college retention committee at our institution, and I serve on that committee. According to surveys taken over the last five years, we found that most of the problems pertaining to attrition are not associated with academics. Rather, most of the problems are in the area of student affairs. For example, the food in the cafeteria, dormitory life, or not enough social activities. Of course we are also aware that financial aid is one of the major student concerns since most of our students are on some kind of financial aid. However, Florida provides tremendous scholarship assistance, much of which pertains to teacher education. Through the Teacher Education Insitute, we have developmental scholarships, as well as retention scholarships totaling $90,000, which can be used to attract freshmen students in education, and are available for sophomores, juniors, and senior education majors. We also designed what we call ITEP's (Individual Teacher Education Prescriptions). Those of you who are in Exceptional Childhood Education are familiar with this term. This is a concept that we borrowed in which we assess students, identify their weaknesses and strengths, and write out individual teacher education prescriptions for education students. The ITEP's are monitored by the advising teams. We also have a program that is called HITEC (Honors in Teacher Education Certification), in which students who may be majoring in liberal arts can be advised about enrollment in education courses. These students can be encouraged to get a dual major. For example, a business accounting major can add education courses and receive certification in business education. A chemistry major may want to add education courses for certification (this is one of the critical

shortage areas that has been identified in Florida). In other words, students from other majors may enroll in education courses to become certified by the state. The advising teams serve to develop a support system for students.

The last area is professional involvement. In this particular are, students can earn what is called retention units by attending professional seminars, workshops, and involving themselves in educational organizations and other related activities. We have a professional seminar once a month and students come dressed professionally and wear pins that say "I am a Teacher Education Major." We are trying to instill the pride of being a teacher. At the professional seminars, we invite appropriate role models to give students opportunities to meet and talk with them about the teaching profession. These role models may be retired teachers, principals, or superintendents. For example, we have two black superintendents in the state of Florida who have met with our students. We have had a luncheon for retired teachers in which these persons shared their experiences about the teaching profession. There is so much more to share with you, but because of time, I will stop. Please contact me if you wish to have more information about our program. Thank you.

Simon O. Johnson
University of Florida

"We must attract more minority students to our college campuses. And once we have them there, we must see that they graduate. The rhetoric must stop... it's time for results" (Kean, 1986). Kean urges nation's campuses to step up efforts for minorities.

The recruitment of black and other minority students to college campuses has been a primary focus in recent years. However, the important issue relative to what happens to the "recruited" students once admitted has received considerably less attention. The ultimate goal of active recruitment is to increase the number of minority members with the credentials and expertise to enter mainstream America as productive, contributing members. Thus, planned strategies to increase the probability of newly recruited students graduating are as important as actual recruitment.

Once students are identified and recruited into the College of Education, it is important to develop activities for their retention. Some students find it very difficult to make the adjustment from home to a campus where there are about 35,000 students, or classes enrolling 500 or more students. The Office of Recruitment and Outreach has developed activities to assist students with individ-

ual needs. This program provides individual tutorial assistance in language development, reading comprehension, writing, vocabulary, test-taking skills, and mathematics. Group sessions addressing the development of interpersonal skills, study techniques, leadership skills, and survival skills are provided for students.

The College of Education is organized on an upper division structure. Consequently, many of the students will have studied two years at community colleges, or other universities or colleges. Usually many of the applicants are shocked to realize that a "C" average or score made on standardized tests will not meet the minimum requirement for admittance to the college. Therefore, they become frustrated and will not continue to perservere because they do not know where to go to get help.

In August,1984, the College of Education instituted a new program entitled PROTEACH (Professional Teacher Program). This program requires five years of study and culminates in the Master's degree. The program combines in-depth study of an academic specialization with the study of professional education. The entry requirements at the Junior level consists of a minimum Scholastic Aptitude Test (SAT) score of 850 or a minimum American College Test (ACT) score of 18. Plus, the student's grade point average must be a 2.6 or above. The exit requirement for the Master's degree is a minimum score of 1,000 on the Graduate Record Examination (GRE) and a grade point average (GPA) of "B" or better. With the high requirements for entering the program, it is necessary for strong efforts in the recruitment and retention areas be made. This is especially true when the efforts are designed to increase the enrollment of black students. Students fear failure much more than most teachers realize (Purkey, 1975). This is especially true of blacks who apply to the college, because their average GPA is approximately 2.3, SAT 700, and ACT 14.5.

The Office of Recruitment and Outreach was organized in 1981 as the minority Recruitment and Retention Program. This program was originally supervised by a committee that consisted of the Associate Dean and four professors in the College. The major function of the committee was to serve as an advisory to the Dean and department chairpersons. In addition, the committee was to conduct informal recruiting and to assist minority students when time was available.

In an effort to meet the needs of the black students who were enrolled in programs in the College, the minority Recruitment and Retention Committee was upgraded. Presently, the College has a Recruitment and Outreach Program that

is directed by a full professor. The Director is charged with the responsibility of coordinating the activities that are associated with recruitment and retention. The program is adequately housed and is staffed with graduate assistants and secondary school seniors in order to fulfill the mission of recruiting and retaining black students.

The general goals of the office are:

1. To recruit and assist in graduating minority students.
2. To assist minority students in the development of survival skills.
3. To aid minority students in passing the Florida Teacher Certification Examination.
4. To recruit extensively at the undergraduate level and prepare students to become graduate students in the College.
5. To make other professors ware of the plight of minority students and to solicit their help for students with tutorial and personal problems.

The retention program is designed to meet the needs of many students. The target population for this program consists of students who are admitted to the College of Education on special waiver, students who are referred by professors or other students, prospective students who wish to improve test scores (SAT, GRE) in order to be admitted to the college, high school students who wish to improve their basic skills, and graduate students preparing to take the Florida Teaching Certification Examination.

Student retention is a matter that must be undertaken by the entire college faculty and students. Writing about the success of a National Teachers Examination (NTE) program at Grambling University (Simmons,1986) stated, "We've had a group of people who were very committed; they wanted to make a difference." This statement is true for many of the administrators and professors in the College of Education; they want black students to succeed. Therefore, it is important for a definite plan be developed by colleges and universities to help the students at critical times. It is critical for black teachers to encourage young talented people to enter the field of education. Plus, teachers must receive the best training in classroom organization, discipline procedures, and teaching methods. This is true because once people have chosen education as a major, every effort should be made to keep them involved.

IV. Group Problem Solving and The Tasks Before Us

William C. Parker
Vice-Chancellor for Minority Affairs
University of Kentucky

There is an insidious crisis in American education. This crisis is rarely included when those issues that have had the most adverse impact on our educational system are delineated. G. Pritchey Smith, Chairman of the Division of Curriculum and Instruction at the University of North Florida, however, is one of those rare educators who is extremely aware of the crisis and its potential impact on our youth, particularly the Black youth. Dr. Smith has stated that Black teachers are an endangered species due to the combination of normal attrition via retirement, teacher burnout, and the Black failure rate on the National Teacher's Examination. He has predicted that this combination of factors will result in a national teaching force that will consist of only a five percent Black representation by the early 1990s. This represents a very serious crisis for Black role models functioning in a viable manner as professional educators; something that is becoming practically impossible. Ironically, as the supply of Black teachers diminishes, Black enrollment is increasing in the schools. Blacks now constitute 16 percent of enrolled elementary and secondary students nationally. However, by 1990 Black enrollment is projected to increase to 20-21 percent. This projected increase in enrollments not withstanding, minorities today already constitute the majority of school enrollments in 23 of the nation's 25 largest cities. Considering the fact that the total percentage of black teachers in the United States today is only 8.6, it is obvious that before the year 2000 this inverse phenomenon will find 95 percent of the black youth in classroom situations totally devoid of black role models.

Clearly, we face a tremendous challenge. It is imperative that efforts be made to encourage Black youth to pursue a teaching career in elementary and secondary education. It was with this task before us, that this conference was envisioned, designed, and implemented. Talking about the problem is important. But we need to have action. However, action without direction will do little more than soothe our discomfort and provide a false sense of security that lasting solutions are imminent. At our present stage of working with this problem, we need a plan or model for effective action. To this end we asked our conference participants to divide into four workgroups. The purpose of the groups was to

generate ideas from which a model could be developed. Our groups were led by experienced group leaders who were skilled in stimulating and guiding productive discussions. In the appendix, the group members and leaders are identified, and the ideas generated are summarized. These ideas represented the "raw data" for analysis using a systems approach to develop the model presented in Chapter 5. The potential for a comprehensive and high quality model was established by the excellent participation in the workgroups.

It is suggested that in utilizing the model presented in Chapter 5, reference be made to the issues and ideas represented in the group notes. Neither the notes from the group discussions or the model taken alone can present a complete package. The model was designed to be an aid to organizing and structuring thinking and planning. The notes for the group conferences represent more specificity regarding the issues and contexts. Thus, using both should provide a rather helpful compilation of ideas and structure to assist in the planning and implementation of a program fro minority recruitment and retention in teacher education.

Although we have listed the names of the participants and group leaders, some inaccuracies may exist because several people changed groups midway in order to broaden their contribution. In addition, some of the ideas discussed in the groups were attributable to some of the presenters of the day before. Therefore, the many ideas and suggestions that emerged from the groups are truly representative of a group effort. We wish to thank everyone who participated in the conference, and have provided a complete list of participants in the Appendix.

V. A Model for Recruitment and Retention of Minority Students in Teacher Education

Ernest J. Middleton
Emanuel J. Mason
William L. Stilwell
William C. Parker

University of Kentucky

It has been well documented throughout the conference and elsewhere (e.g., Graham, 1987; Hawley, 1986; Korokrax-Clark, 1986), that greater participation of minority teachers will be required for the increasingly culturally and racially diverse school population expected in the very near future. For example, while the number of Black teachers available seems to be declining, the number of Black children attending school is increasing. Blacks are only one of the minority groups facing the problem of declining presence in the teaching profession. The implications for the availability of appropriate role models and other essential educational issues are clear. However, the solutions to the problem are less clear. Social change in society is never an easy task.

In the previous chapter, extensive lists of ideas developed in large group discussions designed to "brainstorm" the issue of how to recruit and retain potential students from ethnic and racial minority constitutencies for teacher training programs were presented. The purpose of the group discussions was to generate ideas about what needed to be done. A logical next step in our planning is to provide a structure for these ideas. The present paper provides this type of structure using a systems approach developed by Stilwell (1976a) for the management of change in dynamic educational programs and initiatives. The approach has been applied to social changes in education in various contexts (e.g., passage of school law (Mason, Prus, & Stilwell, 1976), implementation of computer education (Zuk, & Stilwell, 1984), provision of school psychological services (Stilwell, DeMers, & Niquette, 1985; Stilwell, Buffington, & DeMers, 1984), and affective education (1976b)). This structure can be used to organize, plan, implement, evaluate, and maintain a minority recruitment and retention program in specific settings based on many of the ideas developed in the group discussions.

The model contains eight functions considered essential to every teacher education program (TEP). Each element is explained in paragraph form followed

by a list of activities in checklist format. It is assumed that the model represents the view of someone working within a college of education, and some adaptation might be required if control of the program lies elsewhere on campus, or in another agency off campus. Activities may be further broken down into subactivities based on their degree of complexity, however, this was not done in this presentation for the sake of brevity. In addition, each activity has implicit in it some form of evaluation activity. More precisely, each activity should be stated in a manner that will permit evaluation. Through the ongoing process of evaluation, the manager of a recruitment and retention program will be able to determine how the program should be revised to maintain its effectiveness. Users of the model are urged to adapt the model and suggested activities to to their specific setting.

1. Analyze teacher education program systems

The analysis of teacher education program systems includes all aspects and constituencies of the teacher education process. Initially the level of participation of minorities in teaching is studied and the needs for increased participation documented. Then other aspects of the issue are studied. Information gathered in this function helps to set the stage for the activities conducted in other stages of the model. Potential activities for this function could include:

- [] Document needs of minority students' participation in TEP at an increased level.
- [] Describe the structure of the TEP (certification requirements, course structure, faculty responsibilities, etc.)
- [] Organize and analyze available data on recruitment and retention in TEP, particularly those pertaining to minorities, to determine current levels of participation and performance.
- [] Compare types of programs in terms of minority participation (e.g. 1896 institution, four-year, five-year, Holmes, etc.) by per capita costs for advising and support services.
- [] Identify entry and completion requirements for TEP.
- [] Study graduate employment patterns.
- [] Document relationship of state laws and statutes to TEP.
- [] Describe faculty composition.
- [] Detail multi-cultural issues in the curriculum.

- [] Identify differential enrollment patterns under different curriculum alternatives
- [] Describe support services for students (economic, social, cultural, and academic)
- [] Document ways in which TEP is influenced by total university program requirements
- [] Describe the influence of local community and other outside agencies on potential minority applicants to the TEP
- [] Describe the influence of the university organization and administrative structure on the TEP
- [] Describe current policies and practices for recruitment and retention of minority students in the TEP

2. Specify goals for minority participation in teacher education.
The college of education, working with local and state agencies should provide guideline for the development of goals and objectives for minority student participation in the teacher education program. Activities in this function would probably be most successful when a variety of institutions, agencies and community groups with an interest in increasing minority participation in teacher education are included. Under this function, potential activities are:

- [] As a minimum, identify program director, and someone who will assume responsibility for evaluation of the program (evaluation director)
- [] Develop a mechanism for institutional response to needs for minority students participation in teacher education programs
- [] Enlarge the pool of prospective minority students.
- [] Develop a supportive environment (academic, economic, cultural, and social)
- [] Develop community interest, support, and invite participation in planning for minority programs in TEP (include civic, religious, business, and other interested groups).
- [] Establish level of participation for professional organizations

and practicing teachers in the preparation of minorities for teaching.

- [] Increase awareness of multicultural issues within teacher education programs.

3. Involve community groups.

The manager of a minority recruitment program should be familiar with the concerns and interests of people in the community who might be in a position to support the objectives of the program. Groups in the community might be supportive in recruiting students, generating funding support, and providing other kinds of support to students in the program. Among the activities envisioned for this function are:

- [] Establish collaborative working relationships with various community, civic, public, and professional groups.
- [] Establish plans and procedures for dissemination of public information.
- [] Identify potential sources of funding support.
- [] Establish communications between the TEP and community groups (minority civic and community groups, public schools, businesses, etc.).
- [] Develop sources of incentives with organizations representing appropriate potential students (e.g. stimulate interest through workshops, contact with local media).
- [] Explore other minority recruitment possibilities (e.g., inservice teacher-, staff-, administrator-, and/or parent-training, and other minority recruitment programs on campus).

4. Develop plans for recruitment and retention.

In this function of the model, a comprehensive plan for recruitment and retention of minority students into teacher education programs is developed. Coordination is made with appropriate off-campus constituencies, and program criteria and objectives are established with a concern toward managing, evaluating, revising, and strengthening the program as it operates. Activities in this function might include:

- [] Establish a planning group consisting of designated members of the business, university, teaching profession, and civic and community groups to represent constituent groups and participate in planning within a reasonable deadline.
- [] Prepare objectives for minority recruitment and retention program.
- [] Establish performance criteria for objectives.
- [] Develop evaluation plan and schedule.
- [] Prepare a document covering comprehensive plan.
- [] Obtain approval (or committment) of plan from constituent groups.
- [] Prepare a planning checklist or guide sheet from the planning document to include such considerations as:
    - objectives
    - funding
    - resource development
      (physical, financial, and human)
    - leadership
    - administration
    - monitoring progress
    - assigning responsibilities for task completion
- [] Disseminate plan to all concerned parties.
- [] Develop a plan for curriculum to include recognition of cultural diversity.

5. Prepare for installation of recruitment/retention plan.

The purpose of this function of the model is to establish conditions from which the plan will be implemented. Any successful comprehensive plan will require effort to assure that the needed space, resources and human services are in place, and that personnel are trained or informed regarding the overall objectives and their specific roles. When staff, supporting personnel, and representatives of cooperating groups (professional groups, community agencies, etc.) are properly knowledgeable about the program, effective operation is more likely. Activities under this function might include:

- [] Assure counseling center advisors, university minority student office, and other support services are available for services required by the new minority TEP students. If necessary, provide workshops for personnel who will provide the service.
- [] Assure funding, space and other resources requirements are in for program start-up.
- [] Implement training for faculty, and staff to assure that they are able to provide necessary support to newly recruited minority TEP students, and to retain them in the program.
- [] Implement a pilot test of program systems a semester or two before formal program start-up to remove potential problem situations.
- [] Evaluate pilot study.
- [] Revise program as necessary based on results of evaluation.

6. Implement the minority recruitment and retention plan.

This function of the model is concerned with making the plan operational. In other words, this is where "you do it". Specific activities will be determined by the objectives of the plan that are designed to meet identified needs. Therefore, the activities below only represents a sampling of activities that might be listed as part of a minority recruitment and retention program.

- [] Coordinate recruitment efforts with high school teachers and guidance counselors.
- [] Provide a speakers bureau to discuss teaching as a career with civic and community groups (PTO, boy and girl scouts, community recreation groups, etc.). Speakers may come from TEP, professional teachers, or other groups in the community.
- [] Identify and provide information about scholarships and financial aid.
- [] Provide workshops to improve students' test taking skills.
- [] Provide workshops and training to improve study skills.
- [] Encourage positive interaction between faculty and minority TEP students.
- [] Evaluate students' interaction with curriculum.
- [] Provide support for minority faculty in TEP to be recruited, retained, and promoted.

7. Evaluate minority recruitment and retention program outcomes.

Both formative and summative evaluation are recommended. Formative evaluation is accomplished by the personnel associated with the program during its operation. It enables problems and deficiencies to be repaired before too many students have been adversely affected. Consider the following example of how formative evaluation can be used to improve the effectiveness of the program:

> A tutoring center has been carefully planned and established in a building near campus. However, three weeks into the program, evaluation of the services being provided by the center suggests that students are not using it. The evaluator working with the director of the program was able to determine a possible reason for this using a survey of a random sample of ten students in the program. The survey suggested that the hours of operation of the center (between 10 am and 3 pm) conflicted with course schedules. A change in the hours of center immediately increased its use by students.

Formative evaluation should be designed into the plan, and should be achieved by systematic collection of data on a regular schedule during the operation of the program.

Summative evaluation will usually be done at the end of an academic year (but no more frequently than each semester). It generally will emphasize the products of the program (e.g. number of students counseled or tutored, increase in number of students from minority backgrounds in the TEP, faculty members trained to work with minority students, increase in fellowships awarded to minority students, etc.). However, there might be some focus on the operation of the program as well. For example, in the summative evaluation, it might be useful to determine how frequently the program director communicated with the relevant community and civic groups, or the effectiveness the multicultural committee in offering guidance to the program.

The specific evaluation design should be determined by local needs and program conditions and should be planned as an integral part of the overall program. The activities listed below may be augmented or changed as necessary for the program design and objectives:

- [] Collect data implied by the program objectives.
- [] Evaluate unintended effects (e.g., effects on high school students' attitudes toward teaching, parents aspirations,

students use of campus services, new clubs and groups forming on campus, etc.).

- [] Collect and disseminate suggestions for program improvement.
- [] Disseminate evaluation results to management and staff to assist in decision making.
- [] Disseminate evaluation results to constituent groups for information, and to elicit recommendations.
- [] Design and implement performance evaluation of project staff and director with ultimate responsibility assumed by the dean.

8. Maintain recruiting and retention reference system.

The reference system is an important part of a project. It permits determination of who the program has served, when, the length of time and staffing required to accomplish tasks, and the level of achievement at various milestones within the program. If designed and executed effectively, the evaluation activities associated within each element can provide the data for the reference system. These data can be organized into a useful database using traditional data storage and cataloging methods. Activities in this function form the basis for subsequent program design, evaluation, and decision making, and might include:

- [] Establish a data collection schedule for the purpose of entering information into the database (e.g., monthly, quarterly, etc.). Certain kinds of information may require more frequent entries than others (e.g., the number of student counseling or tutoring sessions may require weekly entry, while the number of minority fellowships awarded may only be required once a year.)
- [] Conduct analysis of collected data as received to include integration and update of previously entered data.
- [] Report results of on-going analyses according to prearranged schedule (e.g. weekly, monthly, each semester's end, etc.).
- [] Designate a monitoring committee composed of members from TEP and constituent groups to review data in database periodically (e.g., twice each semester, monthly, etc.), and make recommendations to program director or dean.
- [] Disseminate annual recruitment and retention report as appropriate to community, TEP faculty, on-campus programs,

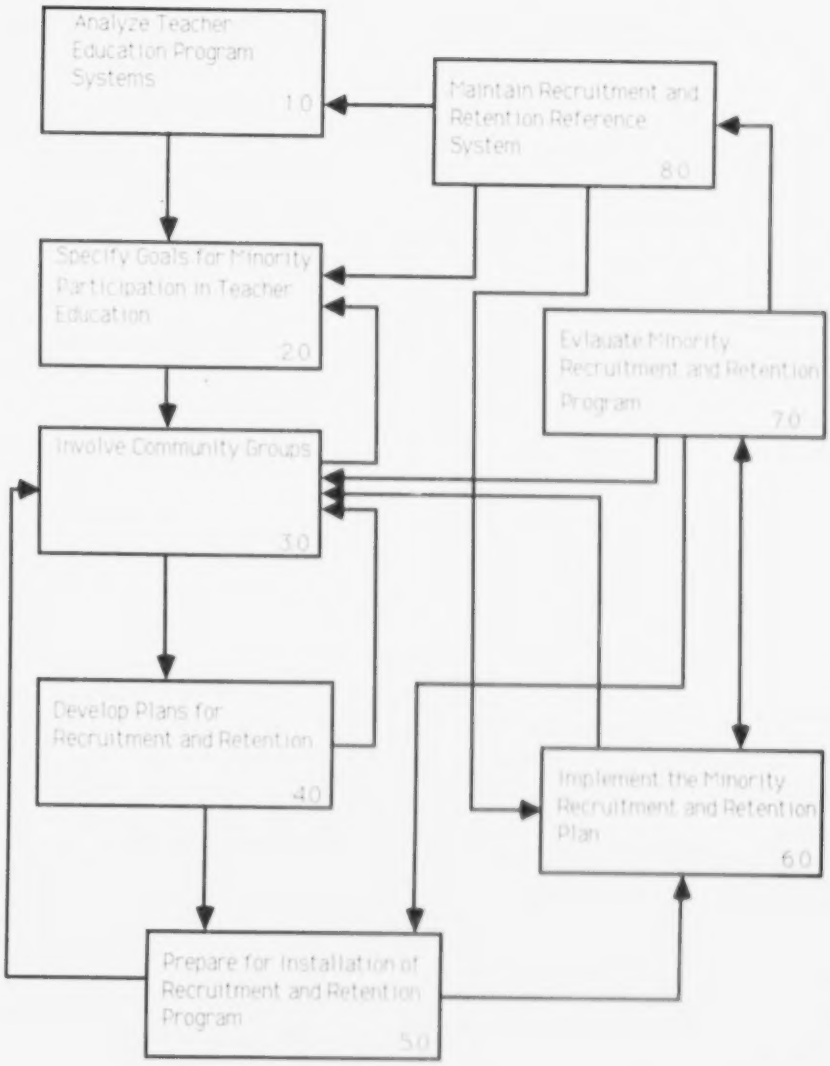
university administration, etc., and request feedback.

[] Maintain a mailing list of other similar programs at other institutions for the purpose of information sharing.

[] Designate a person (e.g., program evaluator) to monitor recruitment and retention program through direct observation, scheduled reports, and periodic studies of the database.

A successful minority recruitment and retention program will require coordination with numerous entities on- and off-campus. In addition, the program should be designed to meet the various cultural and ethnic characteristics of the students. It requires faculty and staff training, and constant monitoring and evaluation. Further, it must be flexible to meet changing needs and conditions. The eight element model presented above offers a rationale for dealing with the complexities of designing such a program.

Local setting may require consideration of different specific elements, or emphasis on other ideas or strategies. A program that plans to serve only ten students per semester (about 40 students in a four year program at one time) will require a different design than one that expects to serve fifty students per semester (or 200 students in a four year teacher preparation program). Additionally, a program designed to serve only one ethnic minority (e.g. Blacks) may be designed differently than one that expects to serve a variety of minorities (e.g. Black Americans, Mexican-Americans, Cubans, Haitians, and Asians). Thus, the model is provided to help guide planning and thinking through of specific program objectives and design features rather than as a cookbook for all minority recruitment and retention programs.


Analyze Teacher Education Program Systems
1.0
Maintain Recruitment and Retention Reference System
8.0
Specify Goals for Minority Participation in Teacher Education
2.0
Evaluate Minority Recruitment and Retention Program
7.0
Involve Community Groups
3.0
Develop Plans for Recruitment and Retention
4.0
Implement the Minority Recruitment and Retention Plan
6.0
Prepare for Installation of Recruitment and Retention Program
5.0

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VI. Planning for the Future
A National Perspective

David Imig
American Association of Colleges of Teacher Education

I was addressing a legislative policy forum for the Council of Great City Schools three weeks ago in Washington, where I was challenged almost immediately regarding the apparent inability of schools of education to produce adequate numbers of minority teachers. This group of school board members and administrators from the 40 largest school districts in the country were skeptical of our energies and commitments. No explanation was sufficient for an audience that seemed determined to attract more candidates to teaching positions in their respective districts. The group viewed our inability to identify, recruit and prepare minority candidates as a result of insufficient resources, state mandates admission standards, standardized basic skill and licensure examinations, or more attractive career options for minorities.

When I suggested that the problem was far more complex than merely securing additional scholarship dollars, someone suggested that teacher educators really did not care enough. They asserted that we were hiding behind artificially high standards for admission when we should be recruiting minority students and guaranteeing them an education through which they could acquire degrees and licensure status. The audience (remember these were urban superintendents, their staff, and school board members) called for greater flexibility in our admission standards and higher quality at the point of exit.

During this exchange I learned much. When I attempted to suggest that the pool of candidates was small, and that even historically black colleges were experiencing difficulty in attracting black teacher education students, I was brought back to the point that "seemingly" teacher educators do not care enough! I will long remember the sentiment expressed by a school board member from Miami who suggested that we teacher educators are the ones who have the responsibility for preparing the next generation of teachers and that if we are unable to produce an adequate number of minority teacher candidates, then how could anyone trust us to produce a new teacher workforce for American society? He suggested to his colleagues, that major urban districts in this country may need to take on the task of preparing their own teachers to staff their schools - a challenge of enormous

consequences to our schools of education.

I came away form that meeting startled by the rancor of the audience and the message they conveyed. Four years of reform efforts have produced a host of recommendations regarding the attraction and retention of minority candidates for teaching. Every reform report - seemingly all 4000 of them - have included a section, or paragraph, or a few sentences on the need to address minority recruitment. Yet, for all the talk, for all the exhortations, little has been done to seriously address the situation.

Attracting minorities to teaching remains an elusive goal with much evidence that the number of minority candidates newly qualified to teach is declining rather than rising, despite the commitments that we have been offered. Black teachers as a percent of the workforce have declined from 8.1 percent in 1971 to 6.9 percent in 1985. The other statistics are depressing and familiar. Several of the previous speakers have highlighted them. Patricia Graham's "Black Teachers: A Drastically Scarce Resource" in this month's Phi Delta Kappan offers a superb summary of the data and a compelling agenda for the future.

AACTE is determined to do more than talk about this problem. We intend to commit resources to actually do something. Yet, I do not sense many allies in our efforts. Indeed, what emerges in the more recent reports on teacher education and teaching are a set of themes that may mitigate against the resolution of this problem. Let me indicate that there is much evidence to suggest that the availability of other opportunities for minorities has left a dearth of candidates for teaching. This suggests to me that we should be expanding the pool of candidates by attracting less academically qualified minorities and providing programs to overcome past deficiencies while preparing them for new professional responsibilities. Unfortunately, public policy mandates and the rhetoric of reform mitigate against such efforts.

Some will read into my remarks here today a tolerance for low quality or insufficient standards. I reject that assertion from any who might express it. The evidence is abundant that the pool of minority students attracted to college is small and declining in number. Consequently, I believe that if we are to fulfill our commitments to producing a prospective teacher pool of minorities of approximately the same numbers as they account for in the greater population, then we have to identify and recruit candidates who might, under other circumstances, have pursued other careers - and not gone on to college. This is a difficult task! Not only will this

cohort of students not have the same academic interests, they may lack a value orientation conducive to service. Identifying the potential teachers from this cohort, equipping them for college, educating them for careers in teaching and seeing that they succeed - is an enormous undertaking. There is nothing here that suggests that we should expect any less from these students than we would of students who made earlier choices for college and who possess different educational backgrounds and experiences. Indeed, we will be expecting much more.

It is likely that without such initiatives this problem is going to get worse. I am arguing that (1) the current pool of the most able minority students are not going to be attracted to teaching; (2) that we have to fashion our own pool of prospective teachers from those who have traditonally bypassed college and found careers in other occupations; and, (3) we can expect no less academically of these candidates than of majority candidates. Creating our own candidate pool is not going to be done cheaply! It is not going to be done with the resources that are presently allocated to schools of education; rather, new commitments of resources targeted for minority recruitment efforts need to be made. Dollars for teacher cadet programs and recruitment centers, as in South Carolina, or urban-based magnet schools for prospective teachers, as in New York, are among the strategies to be employed. Encouraging school districts, like St. Paul, to provide scholarships for high school graduates will take much energy.

Resources to employ recruiters (as provided to athletic departments) provide "upward bound" or summer enrichment experiences, offer scholarships and tutorial assistance, build effective ties with community colleges (which enroll large numbers of minority students and have been a traditional source of transfer students for teacher education), provide incentives to encourage greater commitment on the part of faculty to individualize their courses and meet the diverse needs of their students, are needed. It is not a time to hide behind new NCATE standards and bewail the absence of minority students and faculty. (Indeed, I will make a commitment to you that NCATE, in the future, will focus much more on the number of minorities that are part of the graduating class than upon the measures used to exclude teacher candidates.) It is a time for new commitments and new energies on the part of all - teacher educators and public policymakers.

It strikes me that the current efforts that call for creating more and better connections between teacher education programs and the schools can help us achieve our goals. These efforts to forge closer linkages between schools and

schools of education through induction, internship and practicum experiences can serve our needs. If we can acquire resources to "build" demonstration schools, as described by the Holmes Group, in areas that have high percentages of minority students, this initiative can help us. Conceivably, this will give us an entry into schools where we can have the greatest impact on their program and potentially attract the most candidates into our programs. Housing such schools (Schlechty calls them "teaching schools") in areas of high minority concentrations and seeing those sites as potential places for minority teacher candidate recruitment is important. Attracting high school-aged students to careers in teaching is essential.

Finally, I would like to touch on the theme of "community building." It essentially says that we are in this together. Therefore, I think that when white institutions denigrate black institutions for their lack of quality - they are wrong, as well as blind to the realities of what the black institutions have accomplished with their students. At the same time, black institutions that accuse white institutions of being patronizing in their efforts to help do not understand the sincere concern manifested in those institutions on the part of teacher educators. Helping to forge new relationships, building "helping relationships" in both directions, is one of the most important things AACTE must undertake. But the present and growing antagonism between different types of institutions is one of the real problems that threaten us. All of us must share responsibility for overcoming the shortage of minority candidates for teaching.

In summary, I believe that the responsibility for attracting minority candidates to teaching is one shared by all. Today, in teacher education, we cannot afford to allow the calls for "quality" to serve as a means for exclusion. We must redefine quality to focus on our programs and see the graduation of significant numbers of minorities as one manifestation of such quality. We have to be more inclusive in our teacher education programs. While we have to be tougher, have higher standards, and be more rigorous, we cannot use these as an excuse to exclude. When we talk about high GPA's to indicate high standards, we have to recognize that there is a parallel commitment - a commitment to <u>educating</u> minority students. Our contribution to the professional agenda must be one of inclusion rather than exclusion.

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Thank you for inviting me to participate in this conference. The serious manner which you have gone about the work of the conference has impressed me greatly. Seldom have I seen such intensity and purpose in group sessions as I have seen here over the past three days. I hope that positive change - of the type suggested by the title of the conference - will be forthcoming.

I want to comment about the need for recruitment and retention of minority teachers within the larger context of state actions in higher education.

A Context for Education Reform

The present era of education reform is often called an "excellence" movement. This movement was triggered by the negative image of educational quality, an image reflected in a decline in measurable student performance. The popular notion that A Nation at Risk (1983) spawned the excellence movement is not accurate.

- Before 1980, 37 states had adopted some type of minimum competency assessment to determine students' achievement levels in school.

- By 1980, many states had developed assessment programs to measure more than minimum levels of competency in various subjects: reading, writing, social studies, science and mathematics. And, assessments were performed at various grade levels rather than in only 11th and 12th grades. By 1985, 40 states had major assessment programs.

- Since 1980, forty-six states have passed various types of education reform measures. The reform bills were impelled by the desire for change. Some proposed changes were very comprehensive and impacted virtually every level of education from kindergarten through entry into higher education. Florida, South Carolina, California, and Tennessee are examples.

All across the country, the drive for education reform moved to the state policy arena. As one southern legislator said, "State policy makers and business leaders perceived they could no longer leave education solely in the hands of the educators."

Until very recently, teacher training programs for the most part had not been specifically included in the state reform packages except through competency

testing, requirements for initial certification, and in a few cases, competency testing for existing teachers prior to recertification. These aspects of the school reform movement, while important, have been aimed at weeding out the incompetent teacher but have not really emphasized the quality of the existing teaching force or improved the quality of the students entering teacher training programs.

Now many states have installed a number of changes in pre-service and induction requirements and procedures. For example:

- Twenty-nine states have some type of testing for entry into the pre-service program;

- Thirty-three states presently require a test for the initial certification of teachers;

- Five southern states have set an institutional "success" rate for teacher candidates taking the test for initial certification;

- Three states have tested teachers already holding certificates.

Some of these reforms have had a negative impact on small liberal arts colleges and on many of the historically black colleges, who traditionally prepared nearly 50 percent of all black teachers.

Here are some examples of minority data indicating that things are not working well:

- In 1980, 12.5 percent of the nation's teaching force was minority (this includes Blacks, Hispanics, Native Americans and Asian Americans.) The National Center for Education Statistics predicts that if present trends continue, the rate could fall to five percent by 1990.

- Although the percent of black youngsters completing high school increased from 60 percent in 1970 to 70 percent in 1980, their rate of enrollment in college during that decade was still much lower than that for white youth. Moreover, the number of black high school students who chose to go on to college has decreased from 34 percent in 1976 to 27 percent by 1983.

- The number of bachelor's degrees in education awarded to blacks de-

declined 52 percent from 1975 to 1983.

- From 1978 to 1984, the doctorates in education awarded Black Americans fell from 598 to 509; for American Indians, the number fell from 56 to 32; for Hispanics, the number fell only from 160 to 157. Conversely, doctorates in education awarded Non-U.S. residents rose from 412 to 537.

Do the raised entry and exit standards constitute a new barrier for minority students - especially Afro-American and Hispanics - at a time when these populations are predicted to grow? A case in point here is South Carolina. From 1980-81 to 1983-84, the total number of black teachers fell by six percent.

Leadership Roles for Colleges of Education

Easing teacher education programs into the school reform implementation cycle is vitally important. Teacher education programs are at a critical juncture between higher education, the local school district and the state department of education. If colleges of education generally can be persuaded that this is a period of opportunity during which they can carve out their futures, then we will all be closer to the quest for excellence which earmarked the early reforms.

The task is not an easy one, however. Colleges of education remain targets for criticisms on a couple of counts:

- For using raised standards as a smoke screen to avoid making a commitment of time and other resources to recruit and retain minority students.

- For using the claim of diminished revenues and resources to avoid re-examination of strengths and weaknesses of programs, faculties, and for not making a commitment to communities and the local districts where schools are the laboratory for clinical experiences.

What <u>can</u> colleges of education do to increase the number of minority students becoming certified teachers? For one thing, colleges of education can give assistance to prospective teacher candidates upon entry into the university and before they enter teacher education. Certainly, they can help students improve

their skills before the time comes to take state certification tests. The speaker at this conference from the University of Florida illustrated how interactive disk technology can improve the acquisition of skills needed to meet entry standards.

The task before us is difficult because colleges of education are faced with smaller numbers of black students who choose to enter the teaching profession. (One wonders the extent to which this is the case in the south versus other regions of the country.) However, a recent tendency among black high school graduates from all over the nation has been to return to predominantly black institutions. This tendency presents a challenge to those institutions to turn out more teachers. Good models of institutional leadership are scattered across the country, but we must encourage both predominantly white and black institutions to work for the goal of more minority teachers.

An example of intervention after students have entered college comes from Grambling University where a significant increase in the pass-rate has occurred for graduates taking the certification tests in Louisiana. In addition, several other predominantly black insitutions have participated in a project co-sponsored by the Southern Regional Education Board and the Educational Testing Service to turn around the low pass-rates by black students in the southern states. Results have been good and several colleges have continued this important project.

But if colleges of education are to attract adequate proportions of minority teachers to meet the up-coming demand of our country, they must take an active role by pushing within their institutions for change through collaboration and cooperation. Programs can be designed to reach into the local school districts and provide incentive, role models, mentors, tutors and motivation for black and other minority youth as early as junior high school. Once minority students have the appropriate high school academic preparation, the motivation, and the financial wherewithal to attend college; THEN the colleges of education will find their task of recruiting and retaining minority students to be much easier. If they continue to wait until blacks have reached their sophomore or junior year of college, unassisted by the college community, they will find that their pool of new talent is not adequate. Moreover, the research data on differential scoring on tests clearly indicates a need for active and directed intervention at middle or junior high school.

Here are several examples of colleges/universities who are reaching out to minority students in the local school districts to encourage them to attend college.

- The University of Southern California, California State University and UCLA have joined together with the Los Angeles School district to create a joint program at Crenshaw High School. This program is aimed at recruiting minority students for the teaching profession.

- The University of Syracuse has pledged financial assistance to any Syracuse high school students who meet its admissions criteria. To participate in this program, students must sign up in the eighth grade. Students enrolled in the University of Syracuse then help these high school students prepare for college.

- Jersey City State College will be identifying 25 high school juniors who belong to minority groups and are interested in becoming teachers. These 25 students will be given special help and financial incentives to enable them to prepare academically for teacher education courses at Jersey City State.

Again, thank you for allowing me to share my observations and perspective on the issue of recruiting and retaining minority students into the teaching profession. As many of you mentioned during the small group sessions, you must continue your efforts to reach out within the institution, within the community and to the local school district. That school district provides your perfect laboratory.

To conclude, I suggest three areas requiring our attention and monitoring:

1. We must identify and learn more about the in-school factors that impact negatively the performance of Black, Native American and Hispanic youngsters. Our society treats each of these groups differently and that differential treatment is revealed in performance measures. We must not "kill the messenger who brings bad news": in other words, the test results. Nor should we "blame the victim" by laying excessive blame on external factors such as socio-economic indicators. Instead, we must focus on concrete strategies for improving the acquisition of basic and higher order skills among all youngsters. A concrete example of a badly needed change in our schools is within the area of high school guidance counseling. In 1980, only 32 percent of black high school students were enrolled in the academic track, whereas 42 percent of the white students were.

2. We must help state policy makers by providing educational information and data that improves the policy-making process. Policy decisions are only as good as the data on which they are based. Educators therefore must provide some of the answers so that policy makers by implementing reforms in such a way as to preserve equity and to maintain high standards. Equity and standards do not need to be in conflict.

3. We must look at institutional behavior and leadership patterns and where there is an absence of commitment and the desire for collaboration and cooperation, those of you within the institution must press for change.

VII. Summary

Throughout the three and one half day conference, a number of participants said with certainty, "We know what the problem is, what we need to know now is what to do about it!" Several conference particpants thought the conference planners should have had a packaged solution prepared and ready for distribution at the start of the conference. However, we felt that if the solutions were obvious, they would have already been available, and the conference that drew us all together would have been unnecessary. The planners saw the conference as an opportunity to use a selective group from across the nation to participate in discussions, and to genrate and share ideas and strategies for address a growing national concern.

We were fortunate to hear a series of excellent presentations, each compressing considerable critical information into relatively short discussions. Because of the wealth of inofrmation and perspectives represented in these presentations, we believe these proceeding will be of use to anyone thinking about minority recruitment and retention in teacher education programs. The information included can provide guidance in direction for immediate action and future planning.

The conference goals were straight forward:

1. To provide a forum for facilitation of relationships among interested groups, and
2. To develop a model for recruitment and retention that could be adapted for wide application.

Because of the complexity of the various factors interacting in society, it was felt that the means of achieving these goals would involve partnerships between parents, students, the educational system, business and industry, and community, social and political forces acting within a systematic plan.

The importance of the connection betwen recruitment and retention was evident in the remarks of the presenters and the participants. Indeed, the very structure of the conference suggests this relationship. Further, the literature reviewed and the existing programs that were profiled suggest this connection as well. This relationship between recruitmentment and retention suggests that in

order to increase the presence of minority students in teacher preparation programs, these program must be made attractive to students before they enter theprogram, and this attractiveness must be maintained throughout until the student graduates as a certified teacher.

Since it is important that the flow of minority students in teacher education programs be maintained, it is encumbent upon colleges and universities to recognize the complexity and interrelatedness of the issues. In planning or building a model for recruitment and retention, the following functions should be considered:

* Analyze Teacher Education Program system
* Specify goals for minority participation in teacher education program
* Involve community groups
* Develop plan for recruitment and retention
* Prepare for and implement plan
* Evaluate plan
* Maintain intervention reference system

Finally, the conference has emphasized the trouble spots which can be vital to success in the recruitment and retention of minority students into teacher education programs. We have collectively reviewed many of the factors, and have provided a well conceptualized model for the design of future programs, and to improve past and present efforts.

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B. Work Group Summaries

Group I -- Recruitment

Group II -- Retention

Group III -- University Structure

Group IV -- Community Support

GROUP I - RECRUITMENT

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TASK #1 STATEMENT OF PURPOSE

To develop a preliminary outline of the components of a program plan to recruit minorities into teacher education.

TASK #II OBJECTIVES

1. To document the need for minority students in teacher education which can be supported by the institution.
2. To enlarge the pool of prospective minority teacher education students.
3. To evaluate the effectiveness of the program to recruit minority students into teacher education.

TASK #III PLAN

a. RESOURCES NEEDED

Objective 1

1. demographic data
2. technical assistance
3. staff faculty support for developing the program rationale document

Objective 2

1. money for
   a. financial aid for students
   b. advertising
   c. program operation
2. staff to do recruiting and operate the program
3. identified student target groups
4. institutional support

Objective 3

1. technical assistance
2. staff

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b. EXPECTED BARRIERS

Objective 1

1. lack of access to data
2. lack of support from the administration
3. lack of time to generate/write up data
4. lack of staff and/or faculty support
5. lack of commitment

Objective 2

1. lack of money
2. lack of staff (number of people)
3. lack of institutional support
4. negative image of teaching as a profession
5. negative attitude/apathy of program staff
6. poor or negative publicity about the teacher ed program
7. geographic preferences of students
8. absence of faculty role models
9. inflexible admissions standards
10. lack of support systems for students
11. negative image of the university
12. competition from inter- and intra-university sources
13. inadequate contact with public schools at earlier grades
14. lack of a cooperative relationship with the public schools
15. lack of racial identification with the recruiter
16. fear of tests

Objective 3

1. no money for evaluating staff
2. inadequate data collection
3. conflicting priorities for evaluating staff
4. staff inability to report data in meaningful way
5. lack of cooperation from other data sources
6. inefficient internal review process

c. SOLUTIONS TO BARRIERS

Objective 1

1. Go to dept. chairs or dean for assistance
2. Request release time from administration for staff to complete the report

Objective 2

1. Contact potential money sources (foundations, alumni, state legislatures, businesses, civic organizations, state depts./ boards of education, federal sources, school districts, professional teacher organizations.)
2. Solicit staff (from deans/department chair, work study students from financial aid office, school districts, teacher organizations.) Also seek alumni and retired faculty participation.
3. Develop and implement a proactive public relations campaign (involve teachers and parents)
4. Develop a staff accountability process
5. Implement a public relations program on the campuses to solicit departmental/university support
6. Solicit students through:
   a. positive public relations activities
   b. provide campus visits
   c. provide job market incentives
   d. demonstrate a university-wide commitment to increase minority faculty role models
7. Develop and/or utilize existing test preparation resources and include in public relations materials
8. Work with admissions office to identify flexible conditions for admitting minority students
9. Develop support systems
10. Expand the pool/target groups for prospective students
11. Increase communication and cooperation with other departments
12. Work through alumni in schools, teacher ed program faculty and other contacts to establish relationship with public schools
13. Use the tean-recruitment approach (include times of faculty, students, alumni, and staff)

Objective 3

1. Plan and budget for evaluation in your initial program plan and proposal
2. Seek additional money from other sources
3. Seek assistance from other units within the university to prioritize evaluator's time/tasks
4. Talk with the evaluator regarding priorities
5. Schedule periodic review, discussion, and revision of evaluation report
6. Work with the evaluation staff to ensure understanding of the program
7. Establish a review distribution list with comments due dates for reviewers
8. Incorporate evaluate tasks (and due dates) for completion by outside cooperating sources

d. Activities

SPECIFY "HOW TO'S, AND THE NUTS AND BOLTS PROCESS

Note: Most of these are stated as solutions to the barriers identified

TASK #IV EVALUATION

(IF THIS MODEL IS SUCCESSFUL, AN OBSERVER WILL BE ABLE TO:)

Identify a well structured program, with adequate resources and support, which is increasing the numbers of minority students that are entering the university and teacher ed program, as well as the members who are identifying (at the late-elementary or early-secondary school years) teaching as their chosen career.

GROUP II - RETENTION

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GROUP II - RETENTION

Statement of Purpose

To identify and discuss educational and non-traditional approaches thta can be used in schools/colleges of education to facilitate the retention of minorities in teacher education.

Goal

To develop a supportive environment (economic, academic, cultural and social) that would facilitate the retention of minority students in teacher education.

Objective 1:

To provide and identify sources of information regarding scholaships and other financial assistance.

Implementation:

Actions e.j. Progs, Policies, Practices

1A Increase state and university funding for student financial assistance, particularly scholarships and grants.

1B Increase community financial support for scholarship/grants.

Resources:

1.A.i. State-level politicians

1.A.ii. President (university/college) and other policy-makers

1.A.iii. Alumni

1.B.i. Corporate $

1.B.ii. School districts/teacher organizations

1.B.iii. Non-corporate/non-school groups (social, civic, religious, etc.)

Expected barriers

1.A.i. teacher education is not a priority ("t.e.)

1.A.ii. a. equity ("why nonwhites?...what about whites?")

b. priority ("why education instead of business, computers, etc?")

c. leadership ("are we the first school to try this?")

1.A.iii. a. can't afford to help financially

b. animosity by minority alumni

1.B.i. t.e. is not a priority, because of lack of relationship between teaching and the corporate world.

1.B.ii. no dollars;
don't want an exclusive relationship with just one institution.

1.B.ii. a. t.e. not a priority

b. no $

c. "why should our local students be encouraged to attend local colleges?

Solutions

1.A.i. impress them with the great social need and further fiscal responsibility*

*(an ounce of prevention vs. pound of cure)

1.A.ii. increased need for minority teachers (document the long-range shifts)

being an educational leader

pressure: from community and enlightened politics

1.A.iii. a. other types of resources can be provided (jobs, housing, etc.)

b. explain that support of future teacher educators is the ultimate goal, and not necessarily the support of the alma mater.

1.B.i. help them see relationship between t.e. and the corporate world encourage them to support through other means.

1.B.ii. provide non-$ support (mentoring); summer employment

1.B.iii. a. enroll some significant community leaders to assist in articulation of the problem

b. non-$ support (housing, etc.)

c. local students who attend local schools might be more apt to remain local

Evaluation

1.A.i. Increased financial support ($)

1.A.ii. Increased dollars to be used to increase retention rates.

1.A.iii. Increased financial aid dollars, as well as other services (jobs, housing, etc.)

1.B.i. Increased financial aid dollars, increased number of part-time and summer jobs, etc.

1.B.ii. "guaranteed" employment, increased no. of part-time summer jobs.

1.B.iii increased aid ($)

Objectives

1. To provide programs and strategies for improving test-taking skills.

2. To facilitate the academic and professional development of minority students in teacher education programs.

3. To develop a mechanism to encourage positive interaction (both formal and informal) between minority students and faculty in teacher education programs.

IMPLEMENTATION

1. Regular scheduled classes on test-taking skills.

2. a. Multi-cultural integration of the curriculum
   b. Culturally sensitive teaching techniques
   c. Professional development; e.g., student teaching, field experience, cultural teaching, global techniques

3. Mentoring program

4. Conduct a needs assessment in light of current and future demographic trends.

5. Plan workshops to focus on issue.

6. Meet with and gain the support of administration (re: request to support and establish policy.)

7. Encourage and reward participation of faculty for their involvement with multicultural issue.

8. *Develop an "Adopt-A-Student" or "Adopt-A-Faculty" Program

9. *Disseminate information through college newsletter(s)

10. *Keep faculty current regarding trends related to multicultural education issues both in general college and department faculty meetings.

11. Conduct semester orientations for minority students to make them aware of student organizations, scholarships in college and to help them realize the benefits gained from participation.

RESOURCES

1. Computers, Tutors
   Graduate Assistants
   Software, Hardware

2. Academic Coordinator/Counselor
   Cultural Coordinator/Counselor
   Field/Site Coordinator/Counselor

3. Identification of appropriate field sites/placements

4. To identify teacher education faculty and currently practicing public school teachers to serve as mentors to minority students i in teacher education.

5. Money

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6. Monitor overtime to determine if change occur in desired direction.

7. Evaluate effectiveness of each workshop

8. Evaluate content of campus print for positive exposures of minorities (e.g. students, faculty, staff)

9. Monitor minority/faculty involvement through exit interviews

10. Monitor roster of organizations and recipients of scholarships.

11. Exit interviews

12. Utilize related staff with expertise to collect, analyze data in light of objective.

13. Appoint an adhoc committee or use appropriate committee to conduct workshops.

14. U.S. Office of Education Minority Affairs
Conferences
AACTE
Campus Newsletters/Newspapers

15. Sponsors of organizations and current members
Student handbook/listings

(b) Make faculty aware of resources to foster appropriate advisement of minority students (implementation: Current catalog of service scholarships)

(c) Encourage involvement on national level of students into organizations (Implementation: Grants; Campus Student Service Fund for Student Leadership Development)

EXPECTED BARRIERS

1. Money - Personnel
Total Approval of Administration

2. Identification of Appropriate Personnel

3. University Support
Money
Inappropriate Sites
Non-Support of Administration

4. Inappropriate Sites
Cultural Resistance from Faculty/Administrators and Students

5. Identify Committees/People
   Release Time for Faculty and Currently Practicing Public School Teachers

6. Limited resources/lack of interest

7. Lack of interest/pious attitudes of faculty regarding students

8. Lack of coordination of funding

SOLUTIONS

1. Total Administration Support

2. Total Administration Support from University and Public Schools

3. Positive reception of students by faculty.

4. Appoint and/or use pre-existing service to disseminate information.

5. Make request a top priority

EVALUATION

1. Pre and Post-test on Standardized Instrument

2. Periodic Reporting of Academic Progress by Coordinator/Counselor

3. Observations; Survey from Students, Teaching Supervisors and Field/Coordinator/Counselor

   Surveys

   Periodic Reporting
   (Cultural Coordinator, Mentors, Practicing Public School Teachers and University Faculty; Grade Point Average; Academic Performance

OBJECTIVE

1. To increase level of awareness of multicultural issues within the University community concerning the retention of minorities in Teacher Education Programs.

2. To develop a mechanism to encourage positive interaction (both formal and informal) between minority students and faculty in general, but with Teacher Education faculty specifically, in Teacher Education Programs within the University community.

3. To foster the interaction, and active participation of minority students in pre-existing, as well as newly developed organi-

zations for the purpose of engendering a sense of belongingness and professional development.

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GROUP III - UNIVERSITY STRUCTURE

TASK #1

1. To devise ways and means to impact upon the university structure a system to foster recruitment, retention, and certification of minorities in teacher education programs.

2. To drastically increase the pool of certified minority teachers and other professional educators (e.g., principals and counselors).

TASK #2 OBJECTIVES

The institution should establish mechanisms within the institutional structure for meeting the following objectives:

1. To coordinate services for minority recruitment, retention, and support (e.g., Office of Minority Affairs);

2. To overcome educational deficiencies that prevent students from being admitted or completing teacher education programs.

3. To develop a professional education curriculum that provides the skills and knowledge to be an effective teacher and that recognizes cultural diversity.

4. To ensure that students can successfully meet all certification requirements, including passing required state competency tests.

5. To provide faculty development for sensitizing faculty to cultural diversity of its implications in their work.

6. To create an institutional environment that supports the needs of minorities.

7. To collect follow-up data that will help determine wheter the needs of minorities are being met, their success, and retention in teaching.

8. To increase the amount of funds available to schools, colleges, and departments of education to recruit, retain and ensure certification of minorities.

9. To institutionalize programs developed to recruit, retain, and ensure certification of minorities.

10. To recognize through the institutional reward system faculty who work in this area.

11. To prepare, recruit, retain, and promote minority faculty.

TASK #III IMPLEMENTATION STRATEGIES

RESOURCES NEEDED

1. National support network system
2. Scholarships, grants, forgiveable loans, work study
3. Pre-college programs
4. An award system for faculty, alumni, community who participate in recruitment of minority teacher candidates
5. Instructional materials
6. Internal financial commitment
7. External funds
8. Release time for faculty
9. Funding for operations of programs

EXPECTED BARRIERS

1. Institutional administrator's resistance to change and apathy
2. Open hostility
3. Poor image of College of Education
4. Inadequate funding
5. Low morale of teachers
6. Lack of self-esteem by teaches
7. Lack of status of teacher education faculty when compated with other colleagues
8. Inadequate human resources
9. Shortage of students in college who select teacher education
10. Decline in student pool of
    --admission criteria
    --inadequate student preparation and counseling in high school
    --other higher education options
11. Lack of administrative support
12. Lack of control of teacher education by teacher education (e.g., tests scores, certif.); legislators and others determine these.

SOLUTIONS TO BARRIERS

1. Collect and analyze data about issue.
2. Show participants that the program has value for them.
3. Redesign institutional goals to insure implementation of program.
4. Implement marketing stragtegies; tell public about successes.
5. Workshops about multicultural issues for faculty and administrators.
6. Institute a program of mentoring relationships between administrators, both in the institution and outside of the institution.

SPECIFY "HOW TO'S", AND THE NUTS AND BOLTS PROCESS

1. The person develops a proposal to present to the Dean.
2. Call a meeting of key individuals on campus. (ex. admissions, recruitment) to discuss proposal.
3. Establish a standing committee.
4. Develop institutional goals.
5. Use NCATE standards as a measure, also state regulations.

TASK #IV EVALUATION

(IF THIS MODEL IS SUCCESSFUL, AN OBSERVER WILL BE ABLE TO:)

1. Determine increase in number of students and who are recruited, retained, and certified.
2. Measure amount of funding.
3. Observe mechanisms for meeting objectives.
4. Cite changes in curriculum.
5. Talk to students and note attitudes and concerns.
6. Record of contacts made with students, teachers, administrators, etc.
7. Analyze follow-up data.
8. Collect data about why students fail and succeed.

GROUP IV - COMMUNITY SUPORT

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GROUP IV - COMMUNITY SUPPORT

TASK #1

STATEMENT OF PURPOSE

To develop community support for recruitment and retention of minority students in teacher education programs

TASK #II OBJECTIVES

1. To enhance community support for recruitment and retention of minority students in teacher education with focus on black students.

2. To increase community support for the retention of dedicated minority elementary/secondary teachers with emphasis on black teachers.

TASK #III

IMPLEMENTATION STRATEGIES

RESOURCES NEEDED

1. Motivate, challenge and stimulate civic groups with tasks of promoting minority teacher recruiting and retention programs.

2. Establish community support groups to address and assist in easing forces that cause teacher stress, burnout, etc.

3. Establish a network of organizations and other resources to enhance communications within teaching communities. (Clearinghouse for special talent, resources, relevant data, expertise).

4. Obtain the assistance of higher education institutions to assist in enhancing the quality of life in the community (i.e. community workshops for parents, cultural outlets, etc.)

5. Establish an exchange co-op with businesses, social organizations, etc. to address recruiting concerns.

EXPECTED BARRIERS

1. Traditional attitudes
2. Unrealistic values
3. Lack of long-term commitment and investment of self by minority community members.
4. Lack of funds
5. Declining teacher image
6. Change in demographics of the community
7. Lack of awareness for the need of a quality education for minorities.
8. Lack of incentives within the community to motivate students to become teachers.
9. Traditional focus on short term goals.